DOCUMENT RESUME

ED 472 842 IR 058 549

TITLE	Libraries for Life: Democracy, Diversity, Delivery. IFLA Council and General Conference: Conference Programme and Proceedings (68th, Glasgow, Scotland, August 18-24, 2002).
INSTITUTION	International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE	2002-08-00
NOTE	1329p.; For selected individual papers, see IR 058 550-605. For the 67th Conference Programme and Proceedings, see ED 459 705.
AVAILABLE FROM	For full text: http://www.ifla.org.
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	EDRS Price MF10/PC54 Plus Postage.
DESCRIPTORS	Academic Libraries; Access to Information; Conferences; Government Libraries; Library Development; Library Research; Library Role; *Library Science; Library Services; Preservation; Public Libraries; School Libraries
IDENTIFIERS	*International Federation of Library Associations

ABSTRACT

This document presents the program and proceedings from the 68th International Federation of Library Associations and Institutions (IFLA) Conference held in Glasgow, Scotland, August 18-24, 2002. Topics of presentations include: library services for parliaments; needs assessment; the effects of September 11th on information provision and privacy; government information policies; national, public, school, and academic library programs; library program improvement in developing countries; services for the elderly and homebound; library instruction; the Information Society; copyrights; e-government and effects on libraries; library and information science education; diversity in information access; courseware; public libraries of the future; mobile access to libraries; access to information for the rural poor; preservation; bibliographic control; women and the information society; library development and change; information literacy; librarians as teachers; the role of the principal in school library programs; performance measurement; online catalogs; professional development; medical informatics; library and information science journals and information professionals' use of research; professional reading habits of librarians; interoperability among subject vocabularies; cooperative programs; digital image archives; global information networks; and online reference services; information on cultural heritage; and the role of the library and librarians. (AEF)

ENTIRE DOCUMENT:
POOR PRINT QUALITY

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 472 842

Libraries for Life: Democracy, Diversity, Delivery. IFLA General Conference and Council Programme and Proceedings (68th, Glasgow, Scotland, August 18-24, 2002)

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Koopman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR058549

BEST COPY AVAILABLE

GLASGOW 2002

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

INDEX

GENERAL INFORMATION

REGISTRATION & HOTELS

CONTACTS

IN THIS DOCUMENT:

Programme

[ESPAÑOL]
[FRANÇAIS]

Programme

Thursday, 15 | Friday, 16 | Saturday, 17 | Sunday, 18 | Monday, 19 | Tuesday,
Thursday, 22 | Friday, 23 | Saturday, 24

Thursday 15 August

14.00-17.00

Off-site: *University of Strathclyde, McCance Lecture Theatre* - University Libraries and o
Libraries Workshop

The Impact of Alternative Scholarly Publishing and the Budapest Open Access Initiatives
JEAN-CLAUDE GUÉDON (Université de Montréal, Montréal, Canada)

- Reactor Panel to the Presentation

Friday 16 August

08.30-11.00

1. Professional Committee *(Closed Meeting)*

09.00-11.00

2. FAIFE Advisory Board Meeting *(By invitation only)*

11.30-13.30

3. Governing Board *(Closed Meeting)*

14.00-18.00

4. CB I General Research Libraries (Div I)
5. CB I Special Libraries (Div II)
6. CB I Libraries Serving the General Public (Div III)
7. CB I Bibliographic Control (Div IV)
8. CB I Collections and Services (Div V)
9. CB I Management and Technology (Div VI)
10. CB I Education and Training (Div VII)
11. CB I Regional Activities (Div VIII)

Registration opens (afternoon)

Saturday 17 August

08.30-11.20

12. SC I Public Libraries
13. SC I Art Libraries
14. SC I Bibliography
15. SC I Genealogy and Local History
16. SC I Classification and Indexing
17. SC I Document Delivery and Interlending
18. SC I Education and Training
19. SC I Government Information and Official Publications
20. SC I Information Technology
21. SC I Reference Work
22. SC I Libraries for Children and Young Adults
23. SC I Libraries Serving Disadvantaged Persons
24. SC I Library Services to Multicultural Populations
25. SC I Reading
26. SC I Science and Technology Libraries

11.30-14.30

27. FAIFE Business Meeting I

11.30-14.20

28. SC I Serial Publications
29. SC I University Libraries and other General Research Libraries
30. SC I Acquisition and Collection Development
31. SC I Audiovisual and Multimedia
32. SC I Cataloguing
33. SC I Government Libraries
34. SC I Libraries for the Blind
35. SC I Library and Research Services for Parliaments
36. SC I Library Buildings and Equipment
37. SC I Library Theory and Research
38. SC I Management and Marketing
39. SC I Social Science Libraries
40. SC I Preservation and Conservation
41. SC I Rare Books and Manuscripts
42. SC I School Libraries and Resource Centres

14.30-17.30

43. CLM Committee Meeting

14.30-17.20

44. SC I Statistics
45. SC I Health and Biosciences Libraries
46. SC I National Libraries
47. SC I Geography and Map Libraries
48. EC Management of Library Associations
49. EC INTAMEL
50. EC Library History
51. EC Mobile Libraries
52. EC Newspapers
53. EC Continuing Professional Education
54. EC User Education
55. EC Women's Issues
56. EC Library and Information Science Journals

18.00-19.00

57. Caucus: Canada
58. Caucus: French Speaking Participants
59. Caucus: German Speaking Participants
60. Caucus: Netherlands Speaking Participants
61. Caucus: Portuguese Speaking Participants
62. Caucus: CIS
63. Caucus: Nordic Countries
64. Caucus: UK
65. Caucus: USA
66. Caucus: Africa
67. Caucus: Spanish Speaking Participants

Officers Reception *(Invitation only)*

Sunday 18 August

08.30-10.20

68. Marketing Library Services to Academic Communities Discussion Group

AIRA LEPIK (Tallinn Pedgagogical University, Estonia) and
CHRISTINA TOVOTE (Malmö University, Sweden) will present brief papers on the mar
to faculty and students on academic campuses and then there will be a general discussion.

08.30-10.20

69. Social Responsibilities Discussion Group

The Social Responsibilities Discussion Group will wind up its work in Glasgow. Working reports on what has been accomplished in the implementation our recommendations. Ideas continue working within other IFLA structures.

08.30-10.20

70. Knowledge Management Discussion Group

Introduction by Irene Wormell & Karen Muller

Presentations will be made by the following speakers:

- ELISABETH DAVENPORT (Professor of Information Management, Napier Univ Edinburgh)
- LEONOR GASPAR PINTO (Head of Library Services, Knowledge Resource Cent Vocational Training) and PAULA OCHÔA (Head of Information Services Departn Ministry of Education, Portugal)
- IRENE WORMELL (Information Management, Swedish School of Library and In

A open discussion will follow the presentations.

71. **Cancelled** (Information and Documentation Discussion Group)

08.30-10.20

72. Performance Measurement in Public Libraries Discussion Group

Public Library Statistics: Prospects ahead

John Sumsion will make a presentation to start the discussion.
Other speakers are encouraged.

08.30-10.20

73. Metadata Discussion Group

Knowledge Cafe for Metadata

The following topics will be discussed:

1. Has the "Metadata Movement" gone too far?
2. Crossing the (great) metadata divide Z39.50 or Open Archives Initiative (OIA)?
3. Implementing metadata thinking globally, acting locally conflict or complement?
4. Unilingual metadata in a multilingual world Quo vadis?

At the end of the session, the discussion about each topic will be summarized.

08.30-11.20

74. SC I Africa

08.30-11.20

75. SC I Asia and Oceania

08.30-11.20

76. SC I Latin America and the Caribbean

09.00-17.00

BEST COPY AVAILABLE

77. Library and Research Services for Parliaments

Research Seminar

- Budget analysis for parliaments: the case of Poland WIESLAW STASKIEWICZ (I
  Analysis, Sejm, Warsaw, Poland)
  Comments:
  ANNA ZATKALIKOVA (Parliamentary Institute, National Council of Slovakia, B
  MARIANNE BJERNBACK (The Research Service Unit of the Riksdag, Stockholr
  AHMED ALI M. AL-MUKHAINI (The Council of Oman, Muscat, Oman)

- Dealing with clients in a political environment: practical tips on coping with recurr
  discussion: Parliamentary democracies get the information services they deserve by
  Parliament, Edinburgh, United Kingdom),
  KOSI KEDEM (Parliament of Ghana, Accra, Ghana), PRISCILLA BAINES (Parli
  Commons, London, United Kingdom) and
  RENATA BLAGNIENE (Seimas of the Republic of Lithuania, Vilnius, Lithuania)

- Effective and responsive needs assessment
  BOB GARDNER (Ontario Legislative Library, Legislative Assembly of Ontario, T
  discussion:
  JUNE VERRIER (Parliamentary Library of the Commonwealth of Australia, Canb
  Discussion paper by JOHN P. POWER (Research and Library Services, Northern I
  United Kingdom) and Dicussion paper by JOHN GRIMES (National Assembly for

- Working with committees: why do it and how to start
  Travailler avec les Comités : Pourquoi et comment
  HUGH FINSTEN (Library of Parliament, Ottawa, Canada)
  Comments:
  MOIRA FRASER (Parliamentary Services of the Parliament of New Zealand, Wel
  ANDRES SIPLANE (Department of Economic and Social Information of the Riigi
  Estonia)
  EUGEN GASNAS (Senate of Romania, Bucharest, Romania)

- Libraries and research services: colleagues, clients and collaborators MARGARET
  Administrative Office of the Swedish Riksdag, Stockholm, Sweden)
  Comments:
  WAFAA ALI ABDEL ELAH (People's Assembly of the Republic of Egypt, Cairo,
  DULCE MARIA LIAHUT BALDOMAR (General Congress of the United Mexica
  Mexico) and
  CHRISTIANE DE ALMEIDA MAIA (House of Representatives, Brasilia, Brazil)

10.00-15.30

78. **Off-site:** *Main Carpark* - Mobile Meet

Introduction by Baillie CAMERON (Glasgow City Council)

- The Scottish Perspective
  JOHN HUNTER (Scotland)
- The International Perspective CHRISTER CARLS (Sweden)
  ERNEST DI MATTIA (USA)
  ROBERT PESTELL (Australia)
  RUTH ORNHOLT (Norway)

  Lunch and visit mobile libraries

- Guest Speaker
  LIZ LOCHHEAD (Author and Playwright)

10.30-13.00

79. FAIFE

Conflicts and Libraries

- Introduction: Aspects and the work of FAIFE
  ALEX BYRNE (University of Technology, Sydney, Australia)
- Libraries and Conflicts: Introduction to the theme + Indonesia and East Timor
  ALEX BYRNE (University of Technology, Sydney, Australia)
- Libraries and Conflicts: Afghanistan TBA
- Libraries and Conflicts: North Caucuses and Chechnya
  EKATERINA GENIEVA (Library of Foreign Literature, Moscow, Russian Federa
- Libraries and Conflicts: The Internet after the 11th of September 2001
  STUART HAMILTON (The Royal School of Library and Information Science, Co

10.00-12.30

80. Public Libraries

Democracy, Delivery and Diversity

- Public Library Section Funded Projects - Updates
  KERSTIN HASSNER (Ljusdal Public Library, Ljusdal, Sweden)
- Creating a public library role in the lifelong learning process
  BRITT MARIE HÄGGSTRÖM (DIK, Sweden) and TORNY KJERKSTAD (Baru
  Norway)
- Marketing the new Public Library Guidelines - update
  BARBARA CLUBB (Ottawa Public Library, Ottawa, Canada)
- Raising the standards - current issues and developments in public libraries in Engla
  JAQUIE CAMPBELL (CILIP, Public Libraries Group, UK)
- The impact of the new technology on public library staff and services - two case stu
    - The PULMAN digital guidelines manuals for innovative public libraries an
      ROB DAVIES (MDR Partners, London, UK)
    - Riding the wild beast: using technology to transform public library service i
      NGIAN LEK CHOH (National Library Board of Singapore, Singapore)

10.30-13.00

81. Government Libraries

National Information policies and the role of Government Libraries

- Building on sure foundations: the overlooked dimension of national information po
  ALAN SMITH (Victoria University of Wellington, Wellington, New Zealand)
- Library involvement in state government information policy development in the Ur
  BARBARA WEAVER (Independent Consultant, Thompson, USA)
- TBA
  TBA

10.00-12.30

82. Reading - *SI*

National Book and Reading Policies: What, why, for whom and how are they implemented

- The public library and the reading experience
  BOB USHERWOOD (University of Sheffield, Sheffield, UK)
- Nouvelles politiques du livre et de la lecture - France
  FRANÇOISE LEROUGE and FLORENCE PONCÉ (Direction du livre et de la lec
  Paris, France)
- Politique du livre et de la lecture au Sénégal
  MARIÈTOU NDIONGUE DIOP (Direction du livre et de la lecture, Dakar Sénéga
- The goodness of reading and writing - reflections on Swedish Literature Policy
  BIRGITTA MODIGH (Swedish National Council for Cultural Affairs, Sweden)

11.30-13.20

83. Performance Measurement in Academic Libraries Discussion Group

12.00-14.30

84. Latin America and the Caribbean - *SI*

Informacíon para la Democracia, la Diversidad y la Libertad

- Lectura y acceso a la informacíon para democracia: un reto para las bibliotecas lati
  ELSA RAMIREZ LEYVA (Centro Investigaciones Bibliotecológicas de la Univer
  Mexico City, Mexico)
- Una alternativa parala implematación de biblotecas públicas en un país en desarroll
  An alternative for implementing a large number of public libraries in a developing
  MARÍA ISABEL CABRAL DA FRANCA (CONECT Consultoria e Participaçoes,
- La biblioteca pública en la perspectiva del desarrollo local: una estrategia para la d
  ADRIANA MARÍA BETANCUR (Confenalco, Antioquía, Colombia)
- Puentes hacia la lectura de textos digitales: ideas para cruzarlos
  Bridges towards reading digital texts: ideas on how to cross them
  IRENE LADRÓN DE GUEVARA (Banco del Libro, Coordinación de Gestión de
  Venezuela)

13.00-14.20

85. Introduction to IFLA for Newcomers - *SI*

15.30

85a Mobile Meet 'Concours d'Elegance'

Announcement of the Winner
MIKE BROOK (Chair, CILIP Branch & Mobile Libraries Group)
Product Presentation Theatre 1 in the Exhibition

14.30-15.30

85b UNESCO Open Forum - *SI*

The World Summit on the Information Society and Preservation of Digital Heritage
Presentation by: ABDELAZIZ ABID (UNESCO, Paris, France)

16.00 - 17.30

86. Council I - ***SI***

17.30 - 20.00

86a Opening of the Exhibition

20.00

Ceilidh
Learn the traditional Scottish Dance!

Monday 19 August

09.30-11.10

87. Opening Session - ***SI***

Keynote speaker: SEAMUS HEANEY

Stiles and Stacks, Old and New

Seamus Heaney won the Nobel Prize for Literature in 1995 *"for works of lyrical beauty an*
everyday miracles and the living past". As well as a brilliant poet, Heaney is a leading liter
libraries. He has won many awards, including the Whitbread Book of the Year Award in 1
again in 2001 for his new translation of Beowulf. After gaining a first class degree in Engli
Belfast, he lectured there from 1966 until 1972, playing a major role in the rising generatio
Professor of Poetry at Oxford University 1989 to 1994, and is currently the Ralph Waldo E
Harvard University. His latest collection, Electric Light, was published by Faber in April 2

All Participants are welcome for Coffee and Shortbread in the exhibition hall after the Ope

13.00-18.00

88. **Off-site:** *Glasgow University Law Library* - Law Libraries Discussion Group

Citizens' Rights to Free Access to Basic Legal Materials

Convenors:
Roger H. Parent (American Association of Law Libraries)
David Byrne (British and Irish Association of Law Libraries)
Holger Knudsen (International Association of Law Libraries)
Speaker:
JOE URY (British and Irish Legal Information Institute)

12.00-14.30

89. Copyright and other Legal Matters (CLM) - *SI*

The Legal Challenges in Repatriating Library Materials

- Background to the repatriation of cultural materials
  JAMES G. NEAL (Colombia University, New York, USA)

- Repatriation of library materials: the Relevant International Conventions
  NORMAN PALMER (University College London, London, United Kingdom)
- Three case studies relating to repatriation of library materials
  1. Denmark to Iceland
     ERLAND KOLDING NIELSEN (The Royal Library, Copenhagen, Denma
  2. The trophy collection of books from *Sárospatak* in cultural context of the N
     Трофейная коллекция книг из Шарошпатака в культурном
     Тысячелетия
     EKATERINA GENIEVA (All-Russia State Library for Foreign Literature,
  3. The Mexican experience
     JESUS LAU (Universidad Autónoma de Ciudad Juárez, Juárez, Mexico)
- Does IFLA have a role to play?
  MARIANNE SCOTT (Former National Librarian of Canada, Ottawa, Canada)

12.00-14.30

90. Library and Research Services for Parliaments - *SI*

Moderator: CHRISTIANE DE ALMEIDA MAIA (House of Representatives, Brasilia, Braz

Future Trends: E-government and Direct Democracy; what is the role of the library?

- E-democracy and e-government - state of the art
  ÅKE GRÖNLUND (University of Umeå, Umeå, Sweden)
- E-democracy and e-government; A members vision and doubt
  ARCHIE KIRKWOOD (House of Commons, London, UK)
- E-democracy and e-government; How will it affect libraries? The case of Canada
  Les bibliothèques à l'ère de la démocratie électronique et du gouvernement en direc
  RICHARD PARÉ (Library, The Canadian Parliament, Ottawa, Canada)

12.00-14.30

91. Social Science Libraries

Explore Yesterday and Discover Tomorrow

- The digitisation of the records of the Swedish East India Company
  HELENA HAVNER and MARGARETA BENNER (Göteborgs universitetsbibliot
- Libraries, deliverers of lifelong learning - as strong as our weakest link
  BARBARA HULL (University of Teesside, Middlesbrough, UK)
- The ELSSS project and how it serves the academic community
  MANFREDI LA MANNA (University of St Andrews, Fife, UK)
- Applications of Informetrics in Social Science Studies.
  IRENE WORMELL (Swedish School of Library and Information Science, Sweden

12.00-14.30

92. Libraries for Children and Young Adults

Children and Young Adults involved in Libraries for Life

- A snapshot of the U.K. with reference to children's libraries and literature
  KAREN USHER (South Hunsley School, East Riding of Yorkshire, UK)
- Public libraries: partners in youth development
  VIRGINIA WALTER (University of California, Los Angeles, USA)
- The role of libraries in a developing society - a Zimbabwean experience

Le rôle des bibliothèques dans une société en développement - une expérience zimb
UNO NILSSON (County Library of Halland, Halmstad, Sweden)

- Las bibliotecas de Comfenalco en Medellin y su compromiso con la formacion de l
  Comfenalco - Medellin libraries and their commitment to reader formation
  GLORIA RODRIGUEZ (Comfenalco Public Library, Medellin, Colombia)
- My kind of library: services and programmes with a difference for children and yo
  Mon idée de la bibliothèque : Des services et activités originaux pour enfants et ad
  Kiang-Koh Lai Lin, Abteilungsleiterin, Dienstleistungsbereich Innovation und Ent
  Programmentwicklung, Nationalbibliothek Singapur
  KIANG-KOH LAI LIN (National Library Board of Singapore, Singapore)

12.00-14.30

93. Education and Training

Think Local, Act Global: Enhancing Competencies for a Diverse World

- Accommodating all learners: critical inquiry and learning styles in the LIS classroo
  Integration aller Studierenden: Recherche- und Lernstile im BIW-Hörsaal
  Соответствие методов обучения разным типам способностей к
  способностей критического исследования и усвоения учебного
  выявленные у студентов, специализирующихся по библиотеко
  информатике
  Acomodando a todos los estudiantes Investigación critica y estilos de aprendizaje e
  DENICE ATKINS (University of Missouri, Columbia, USA) and CHRISTOPHER
  of Buffalo, Buffalo, USA)
- Teaching across the divides in the library classroom
  L'enseignement en bibliothèque universitaire malgré les différences culturelles
  Integrativer Unterricht in der bibliothekarischen Nutzerschulung
  «Разношерстность» студенческой аудитории и современные мето
  Enseñar por encima de las diferencias en clase de Biblioteconomía
  CHERYL LAGUARDIA (Harvard University, Cambridge, USA), CHRISTINE O
  USA), HELENE WILLIAMS (Harvard University, Cambridge, USA) and ANNE
  Washington, USA)
- Global information ethics: a mandate for professional education
  Globale Informationsethik: ein Mandat für berufliche Bildung
  Глобальная информационная этика Необходимость введения глоб
  информационной этики в разряд дисциплин, изучаемых в высше
  La ética en la información global: una obligación en la educación profesional
  MARTHA SMITH (Department of Library Science, Clarion University, Pennsylva
- Supporting skills development - LTSN-ICS
  Soutien en matière de développement des connaissances- LTSN-ICS
  Entwicklung von Zusatzqualifikation- LTSN-ICS
  Стимулирование развития навыков – ЦИКН
  ALAN BRINE and JOHN FEATHER (Loughborough University, Loughborough,
- Seven ways to Blackboard: research-based, pedagogically sound ways to used web
  impact student learning
  Sieben Wege zu BlackBoard
  Семь путей к «учебной доске»
  Siete formas de utilizar "Blackboard" (Pizarra)
  LESLEY S. J. FARMER (California State University, Long Beach, USA)

14.00-15.00

93a Meeting for Information Coordinators of IFLA Sections

14.45-17.15

BEST COPY AVAILABLE

94. Management of Library Associations

Realising visions for the Future: A radical change for library and information association:

- Creating library spaces: libraries 2040
  ROB BRUIJNZEELS (Netherlands Public Library Association, NLBC, The Hague
- Recruitment based on applied research: admission tests for new LIS students
  BIRGITTA OLANDER (Library and Information Science, Lund University, Lund,
- Herausforderungen an das Personalmanagement von Bibliotheken in Zeiten des Un
  Generationswechsels
  Challenges to human resources development of libraries, in times of radical and ge
  Les défis de la gestion du personnel dans les bibliothèques à l'époque de changeme
  changement de génération
  UTA MÜLLER (University Library, Bochum, Germany)
- Provocative thoughts of a new generation of librarians
  NATALIE BLANCHARD (Gale/Thomson Learning Australia, Australia)
- Pensées provocatrices d'une nouvelle génération de bibliothécaires
  Provocative thoughts of a new generation of Librarians
  BERNARD DIONE (Ecole des Bibliothécaires, Archivistes et Documentalistes, U
  de Dakar, Dakar, Sénégal)
- Challenges and strategies of library associations: an overview and examples of Aus
  JENNEFER NICHOLSON (Australian Library and Information Association, Austr
- Challenges and strategies of library associations: an overview and examples of Uga
  CHARLES BATAMBUZE (Uganda Library Association, Kampala, Uganda)

14.45-17.15

95. Information Technology

Technologies for extending the reach of Library Solutions

- Mobile access to libraries: librarians and users experience for i-mode applications i
  Accès internet mobile aux bibliothèques : bibliothécaires et usagers expérimentent
  logiciels de bibliothèques
  MASAMITSU NEGISHI (National Institute of Informatics, Tokyo, Japan)
- Reaching the unreached: How can we use ICTs to empower the rural poor in the de
  enhanced access to relevant information?
  SUBBIAH ARUNACHALAM (M.S. Swaminathan Research Foundation, Chennai
- Critical technological and architectural choices for access and preservation in a dig
  SVEIN ARNE SOLBAKK (Norwegian National Library, Moirana, Norway)
- XML and bibliographic data: the TVS (Transport, Validation and Services) model
  JOAQUIM DE CARVALHO (BookMARC/University of Coimbra, Coimbra, Port
  CORDEIRO (Art Library, Calouste Gulbenkian Foundation, Lisbon, Portugal)

14.45-17.15

96. Women's Issues

Women, Democracy and Participation in the Information Society

- Women, Democracy and Participation in the Information Society
  Les femmes, la démocratie et la participation à la société d'information
  LOUISA MAYER (Tshwane Metropolitan Library and Information Services, Pret
- Women in the information society: barriers and participation
  Les femmes et la société d'information : obstacles et participation
  ANNE GOULDING (Loughborough University, Loughborough, UK)
- The changing face of librarianship in Papua New Guinea: Libraries for life in the P
  Information Society?

MARGARET OBI (University of Papua New Guinea, Papua New Guinea
- Information use in gender and development: a study of behavioral pattern
ROCHNA SRIVASTAVA (Isabella Thoburn College, Lucknow, India)

14.45-17.15

97. School Libraries - *SI*

From Information to Knowledge

- From bud to blossom - How to become an information - literate person and learn a
Du bourgeon à la fleur - Comment devenir une personne avec connaissances en sci
apprendre sur un sujet/thème
ELISABETH TALLAKSEN RAFSTE (Agder University College, Arendal, Norwa
- From information to knowledge
De l'Information au savoir
SOLOMON MAHAPA (University of South Africa, Johannesburg, South Africa)
- The role of the principal in an information literate school community: findings fron
Project
JAMES HENRI (Centre for IT in School and Teacher Education at the University
LYN HAY (School of Information Studies, Charles Sturt University, Australia)
DIANNE OBERG (University of Alberta, Edmonton, Canada)
- How good is your school library resource centre? An introduction to performance
Quelle-est la qualité de votre bibliothèque scolaire ? Une introduction à la mesure
ELSPETH S. SCOTT (Menzieshill High School, Dundee, UK)

15.10-17.40

98. Asia and Oceania

Information Literacy: Building Skills for Lifelong Learning

- Introducing information literacy and skills to undergraduates through problem-base
Lanka
PRADEEPA WIJETUNGE (University of Colombo, Colombo, Sri Lanka)
- Information literacy instruction to distance students in higher education: librarians'
CHUTIMA SACHANAND (Sukhothai Thammathirat Open University, Thailand)
- The Public Library and citizens' information literacy education in china: a case stu
LI JINGXIA (Wuhan Library, Wuhan, China)
- Developing Services for the Young: Lessons from an Experimental Workshop on
HARRISON PERERA (The British Council, Colombo, Sri Lanka)
- Information literacy programmes in Malaysian Public Universities: an observation
MOHD SHARIF MOHD SAAD and ZAINAB A. N. (Faculty of Computer Scienc
Technology, Kuala Lumpur, Malaysia)

14.45-17.15

99. Preservation and Conservation (PAC)

A Blue Shield for the Protection of our Endangered Cultural Heritage. How to protect our conflicts and natural disasters.

- The 1954 Hague Convention on the protection of cultural property in the event of a
and 1999 protocols
La convention de La Haye de 1954 pour la protection des biens culturels en cas de
de 1954 et 1999
PATRICK BOYLAN (Leicester, UK)

- The Blue Shield: symbol of cultural heritage protection
  GEORGE MACKENZIE (Scottish Record Office, Edinburgh, UK)
- Disaster plans: importance, development and implementation
  MARIE-THÉRÈSE VARLAMOFF (Bibliothèque nationale de France, Paris, Franc
- Recovering from a disaster: Florence, 1966-2002
  ANTIONIA IDA FONTANA (National Library, Florence, Italy)
  (To be confirmed)
- Trust and terror
  JOAN CHALLINOR (NCLIS, USA)

15.00-16.00

100. Poetry Reading

SEAMUS HEANEY

16.00-17.00

101. IFLA Anniversary Plenary Session I - ***SI***

The Dutch Tea Party of IFLA in the Seventies - A quick flash back of forty five years befor

HERMAN LIEBAERS (Honorary President of IFLA, Brussels, Belgium)

19.30-23.00

101a Opening Reception

Glasgow Science Centre
By invitation of the Lord Provost of Glasgow, Alex Mosson.

Tuesday 20 August

09.00

102. **Off-site:** *The Mitchell Library* - Bill & Melinda Gates Foundation Access to Learning

The Bill & Melinda Gates Foundation announces the recipient of the Access to Learning A
international award, which is managed by the Council on Library and Information Resourc
library, library agency, or comparable organisation outside the United States that has been
public access to information. The award includes a grant up to USD 1 million that helps th
initiatives and expand outreach. Previous award recipients include Argentina's Biblioteca d
Probigua and Finland's Helsinki City Library. The announcement ceremony is open to all I
be served. Please RSVP and/or direct any questions to abishop@clir.org

08.30-17.30

103. **Off-site:** *Baird Hall, University of Strathclyde Graduate School of Business, Sauchie*
and Research Services for Parliaments Workshop

Management Workshop

- 1: Staff of the Future; a Democracy Perspective (Eva Falk, Riksdagsbiblioteket/Lib Parliament, Stockholm, Sweden)
- 2: Marketing of Parliamentary Information and Library Services (Sara Parker, Miss City MO, USA)
- 3: Client Liason Program (Moira Frasier, Parliamentary Services of the Parliament New Zealand)

- 4: Assessment, Quality and Performance Indicators (Anita Dudina, Saeima of the R Latvia)
- 5: Electronic Collection Development (Bernhard Vaansteland, Belgium)
- 6: SWOT Analysis; the case of the Section (Donna Scheeder, Congressional Resea Congress, Washington DC, USA)

08.30-16.00

104. **Glasgow School of Art & Library:** Art Libraries Workshop

Connecting Art Libraries: Partnerships and Projects

- The 'Virtueller Katalog Kunstgeschichte' as a tool for international cooperation
  RÜDIGER HOYER (Zentralinstitut für Kunstgeschichte, Munich, Germany)
- Changing classification systems, an example of resource sharing among libraries
  DANIEL STARR (Metropolitan Museum of Art, New York, USA)
- *'Out of the box'*: the role of professional associations in supporting art libraries and
  SONIA FRENCH (ARLIS/UK + Ireland, Bromsgrove, UK)

08.30-10.30

105. Copyright and other Legal Matters (CLM) Update Session

Update on current CLM related issues

- The European Copyrightt Directive - update on national implementation
  TERESA HACKETT (European Bureau of Library, Information and Documentatic Netherlands)
- Recent Issues in US intellectual property law: cirCumvention technology and the cl Term Extension Act
  ROBERT OAKLEY (Georgetown University Law Centre, Washington DC, USA)
- Copyright and developing countries: a South Africa Perspective
  DENISE NICHOLSON (University of Witwatersrand, Johannesburg, South Africa
- An update on libraries and international trade treaties
  PAUL WHITNEY (Burnaby Public Library, Burnaby, Canada)
- PLR: an update on the international situation
  JIM PARKER (UK PLR Offices, Stockton-on-Tees, UK)

08.30-11.00

106. University Libraries with Management and Marketing - *SI*

The Impact of Change in Academic Libraries on Staff

- Managing cultural change: the challenge of merging library services, curriculum de professional development
  SUE MCKNIGHT (Deakin University, Geelong, Australia)
- Changing expectations: the views of the manager and the staff member
  TOM WILDING and SARAH JONES (University of Texas at Arlington, Arlingtor
- Tools for keeping staff and managers in tune with users and colleagues

Quelques outils pour gérer les conflits internes en bibliothèque
Algunas herramientas para gestionar los conflictos internos en la biblioteca
MARIELLE DE MIRIBEL (Université de Paris, Paris, France)

- Leadership and technology change in libraries
  ANGELS MASSISIMO SANCHEZ DE BOADO (Docent / Investigador, Barcelon

08.30-11.00

107. Libraries Serving the General Public (Division III) - *SI*

Libraries for life: learning and living

An overview of the Division of Libraries Serving the General Public and highlights of the Division's Sections.

08.30-11.00

108. Geography and Map Libraries

Maps and Map Libraries, Current Issues and Trends - a panel discussion

- Mapping the world - collaborative retroconversion in the UK: is there a way forwa
  NICK MILLEA (Bodleian Library, Oxford, UK)
- Campus map libraries: current trends and issues
  JOHN MOORE (University of Glasgow, Glasgow, UK)
- From script to screen: cartography and catalogues
  FRANCIS HERBERT (Royal Geographic Society, London, UK)
- TBA
  PETER JONES (Geographic Information Group, Ministry of Defence, UK)
- A Sense of Place: Map Collections in the British Library
  PETER BARBER (Head of Map Collections)

10.30-12.00

108a Press Conference

09.00-09.30

108b Slide presentation: German Libraries

By: ENGELBERT PLASSMANN (Berlin, Germany)

11.10-13.40

109. Preservation and Conservation

National Preservation Initiatives

- U.K. national preservation initiatives
  HELEN SHENTON (The British Library, London, UK)
- Some thoughts on the race against time and inherent vice: Preservation program de
  Century America
  MARK ROOSA (Library of Congress, Washington D.C., USA)
- Metamorfoze: The Dutch national preservation program
  DENNIS SCHOUTEN (Koninklijke Bibliotheek, The Hague, Netherlands)
- Preservation and Conservation in South Europe: a survey among National Librarie

MARIA LUISA CABRAL (Biblioteca Nacional, Lisbon, Portugal)

11.10-13.40

110. Continuing Professional Education

The role of library associations in continuing professional development - an update on suc programme evaluations

- TBA
  MARION HUCKLE (Chartered Institute of Library and Information Professionals,
- TBA
  JENNEFER NICHOLSON (Library and Information Association, Australia)
- Building bridges: LIASA and leadership development in South Africa
  GWENDA THOMAS (Library and Information Association South Africa, Pretoria
- Panel discussion, chaired by Ann Ritchie (Chair, IFLA Continuing Professional Ed
  Abbotsford, Australia)

11.10-13.40

111. Library History

Libraries in times of adversity: the lifelong use of community libraries in history

- Community libraries in Scotland since the eighteenth century
  JOHN CRAWFORD
- '[T]he whole tragedy of leisure in penury': the South Wales Miners' Institute librari
  CHRIS BAGGS
- Public Libraries in the United States during the Great Depression
  CHARLES SEAVEY

11.10-13.40

112. Science and Technology Libraries

Negotiating with Friends or Foes: Licensing SciTech Digital Resources - The Selection, A External Users

Moderator: Raymond Schwarz

- Documentation mathématique : enjeux pour l'ère numérique
  Documentation issues for mathematics in the digital age
  Probleme der Mathematik-Dokumentation im digitalen Zeitalter
  PIERRE BERARD (University Joseph Fourier, Grenoble, France)
- The personal touch: availability and branding of licensed material
  INGEGERD RABOW (Lund University Libraries, Lund, Sweden)
- The license trap: the need for common licensing terms for scientific literature and d
  CHRIS RUSBRIDGE (University of Glasgow Libraries, Glasgow, United Kingdor

11.00-12.00

112a Industry Update

The views of the Elsevier Science CEO on the future of electronic publishing
DERK HAANK (CEO Elsevier Science, Amsterdam, Netherlands)

11.15-13.45

113. Bibliographic Control (Division IV) - *SI*

Update Session on Division Activities

- Division Report
  IA McILWAINE (Chair of the Division)
- Cataloguing activities
  BARBARA TILLET (Chair, IFLA Cataloguing Section)
- IFLA Core Activity for Universal Bibliographic Control and International MARC (
  activities 2001-2002
  MARIE-FRANCE PLASSARD (Director, UBCIM Core Activity)
- Classification and Indexing activities
  PIA LETH (Chair, IFLA Classification and Indexing Section)
- ISBN report
  MICHAEL HEALY (Editorial Director, Whitaker Information Services)
- INTERPARTY report
  BRIAN GREEN
- Bibliography activities
  BODHANA STOKLASOVA (Chair, IFLA Bibliography Section)

11.15-13.45

114. Africa - *SI*

Delivering Information to the community in the New Millenium: A Challenge for Librarian

- Difficulties faced by librarians in Africa - a comparative analysis
  Difficultés rencontrées par les bibliothécaires en Afrique - une analyse comparative
  ANNA-MARIE ARNOLD (Pretoria, South Africa)
- Community information structures in Botswana: a challenge for librarians
  BATLANG COMMA SEREMA (Gaborone, Botswana)
- Services à distance et services de proximité en milieu africain : quels défis pour le l
  vecteur de développement?
  NAFISSATOU BAKHOUM (Université Cheikh Anta Diop, Dakar, Senegal)

12.00-14.00

114a. Poster Sessions

1. *The Italian Research Library Service and its Users*
   Presenter(s): ARTE, Assunta,
   C.N.R. - Tito Scalo, Potenza, Italy

2. *BAILER - British Association for Information and Library Education and Research*
   Presenter(s): ASHCROFT, Linda,
   Liverpool John Moores University, Liverpool, United Kingdom

3. *Content Access and Preservation in Algeria: CERIST Approach and Initiatives*
   Presenter(s): BAKELLI, Yahia,
   CERIST, Algiers, Algeria

4. *Developing Technology Skills in Future Library Professionals*
   Presenter(s): CAPPOLI, David,
   University of California, Culver City, USA

5. *The World Library Partnership: Training Librarians in Africa and Central Americ*
Presenter(s): CHAPA, Teresa,
University of North Carolina, Chapel Hill, USA

6. *Mobile and Outreach Library Services in Thailand*
Presenter(s): CHEUNWATTANA, Aree,
Srinakharinwirot University, Bangkok, Thailand

7. *Bi-directorional Libraries: Enabling Users to Create their Own Digital Resources*
Presenter(s): CLARKE, Zoë,
Manchester Metropolitan University, Manchester, United Kingdom

8. *Setting up a Friends Organisation*
Presenter(s): COBURN, Andrew,
Chelmsford, United Kingdom

9. *Interpretations Frameworks for LibQUAL+TM Data*
Presenter(s): COOK, Colleen,
Texas A&M University Libraries, College Station, USA

10. *The Use of Digital Libraries by and Visually Impaired People*
Presenter(s): CRAVEN, Jenny,
Manchester Metropolitan University, Manchester, United Kingdom

11. *Electronic Information for Libraries eIFL*
Presenter(s): FERET, Blazej, BALOGH, Anna Maria, SEGBERT, Monika,
EIFL Project, Open Society Institute, Budapest, Hungary

12. *Political Conflict and Sri Lankan Libraries*
Presenter(s): GAMAGE, Premila,
Institute of Policy Studies, Colombo, Sri Lanka

13. *Non-paper Reading Materials: a Trial for Bulk Rate Production*
Presenter(s): GUAYSUWAN, Pensri,
Regional Officer Asia and Oceania, Bangkok, Thailand

14. *Information Literacy - A Pilot Project at the American University of Sharjah (AUS,*
Presenter(s): GYESZLY, Susanne D., ISMAIL, Matthew, STEINER, Rex,
American University of Sharjah, United Arab Emirates

15. *Setting up an International Leadership Institute: from Ideas to Practice*
Presenter(s): HAGAR, Chris,
University of Illinois Urbana Champaign, USA

16. *Preliminary and Preparation for Graduate Program in Information Science of Suk*
University, Thailand
Presenter(s): HANPOL, Tassana,
Sukhothai Thammathirat Open University, Pakkred Nonthaburi, Thailand

17. *International Friends of the Alexandria Library*
Presenter(s): HOPKINSON, Alan,
Middlesex University, London, United Kingdom

18. *Building Better Library Services: Learning from Audit, Inspection and Research*
Presenter(s): KOEHLER, Ingrid,
Public Services Research, London, United Kingdom

BEST COPY AVAILABLE

19. *Virtual Libraries for Economic Development*
Presenter(s): KOMMEY, Randy Emmanuel, Library and Information Service, Acc

20. *Your Library on a Postcard*
Presenter(s): KOOPMAN, Sjoerd,
IFLA Headquarters, The Hague, Netherlands

21. *The PADDI Project: A Database of Irish Architectural and Planning Information*
Presenter(s): LATIMER, Karen,
Queen's University, Belfast, Northern Ireland

22. *Diversity through Exchange*
Presenter(s): LENN, Katy,
Knight Library, Eugene, USA

23. *Local History Centers in a Democratic World: the Austin, Texas Experience*
Presenter(s): LUKENBILL, W. Bernard,
University of Texas, Austin, USA

24. *" HELP! I Got Lost": Training Virtual-Library Users* Presenter(s): MARINONI, El
Pierangela, NEGRIOLLI,
Roberto, PIERI, Donata, SATO, Roberta, ZANE, Antonella,
University, Padua, Italy

25. *A National Networked Library? Evaluating the UK's Distributed National Electron*
Presenter(s): MARKLAND, Margaret,
Manchester Metropolitan University, Manchester, United Kingdom

26. *Los Angeles Comprehensive Bibliographic Database: A Model for Collaboration*
Presenter(s): McCANN, Linda,
Santa Monica, USA

27. *RASCAL: A New Gateway to Research Resources in Northern Ireland*
Presenter(s): McVeigh, Clare,
Queen's University, Belfast, Northern Ireland

28. *Training for a Future*
Presenter(s): MORTEZAIE, Leila and NADER, Naghshineh
IRANDOC, Tehran, Iran

29. *The METAe Engine*
Presenter(s): MÜHLENBERGER, Günther,
University of Innsbruck, Austria

30. *The Managerial Process of Digital Imaging Projects at the University of Cape Tow*
the "Best Poster Award"
Presenter(s): MURRAY, Kate, HART, Lesley, DUNLOP, Janine STRUTHERS, M
University of Cape Town, South Africa

31. *From Stick and Stones to Bits and Bytes*
Presenter(s): NAGHSHINEH, Nader,
ASDIC, Tehran, Iran

32. *The Library Camp for Young Readers and Writers: Sripatum University, Thailand*
Presenter(s): NAMTIP, Wipawin,
Sripatum University, Bangkok, Thailand

33. *Strengthening a Role of Libraries and Library Professionals in Azerbaijan: the Ex*
Library Association (AzLA) within a Partnership with South Caucasian Library As
Presenter(s): NAZAROVA, Muzhgan,
Azerbaijani Library Association, Azerbaijan

34. *Online Multimedia Exhibits: Libraries-Museums Collaborate on Unique Web Site*
Matt,
Cedar City, USA

35. *Inspire, Educate, Inform and Entertain*
Presenter(s): NORRIS, Wilma,
State Library of New South Wales, Sydney, Australia

36. *Access to Online Resources in the Developing Countries* Presenter(s): OCHS, Mar
USA
BAILEY, Chris, Rockefeller Fnd., New York, USA
CHIMWAZA, Gracian
TEEAL, Africa Off. Harare, Zimbabwe

37. *Methods Used by Information Professionals to Identify Executives Information Nee*
Presenter(s): OLIVEIRA, Silas M.,
Hortolândia, Brazil

38. *Historical Perspectives on School Librarianship*
Presenter(s): ÖNAL, H. Inci,
Hacettepe University, Ankara, Turkey

39. *Library Services for the Mobiles User*
Presenter(s): PASANEN, Irma, TOLONEN, Eva,
Helsinki University of Tech. Lib, Hut, Finland

40. *A for Accessibility: Ensuring LIS Education for Diversity and Equity of Access*
Presenter(s): PERLOW, Ellen,
Texas Woman's University, Denton, USA

41. *Rebuilding Medical Libraries and Information Technology in Kosova/Kosovo*
Presenter(s): POND, Fred,
Darthmouth Hitchcock Medical Center, Lebanon, New York, USA

42. *Improving Worldwide Access to Information*
Presenter(s): POWELL, Ann,
International Network for Availability of Scientific Publ., Oxford, United Kingdom

43. *Distance Education: Diversity in Delivery for the World*
Presenter(s): PRAKASH, T.N.,
Aeronautical Development Agency, Bangalore, India

44. *Internet Veterinarian: Information Access for Veterinarians*
Presenter(s): SAFFER, Melinda,
Tufts University School of Vetrinary Medicine, North Crafton, USA

45. *IFLA/ALP and the Regional Sections*
Presenter(s): SANDELL, Birgitta,
IFLA/ALP Office, Uppsala, Sweden

46. *Trialling Innovation in Culture - 25 European TRIAI Projects and their Accompan*
Presenter(s): SEGBERT, Monika, SCALI, Gabriele, TARIFFI, Flavio,

Space SPA, Prato, Italy

47. *Promoting Information Literacy Skills among Education Students through a Web T*
Presenter(s): SOLANES, Elvira Saurina, GAETE, Alicia, LEIVA, David,
Pontificia Universidad Católica de Chile, Santiago, Chile

48. *Occasions of Sin: Building a Web based Learning Module on Plagiarism and Acad*
Presenter(s): STEC, Eileen,
The State University of New Jersey, New Brunswick, USA

49. *Digital Reference Services at the University of California: Current and Future Dir*
Presenter(s): TAHIR, Peggy,
University of California, San Francisco, USA

50. *Teenager's Workshops in Rijeka City Library, Croatia*
Presenter(s): TIBLJAS, Verena,
Rijeka City Library, Rijeka, Croatia

51. *Blue Shield: a Joint Initiative to Safeguard our Cultural Heritage*
Presenter(s): VARLAMOFF, Marie-Thérèse,
Director PAC Office, Paris, France

52. *Library Support of Best Practices in Online Instructional Materials - MERLOT (M*
Resource for Learning and Online Teaching)
Presenter(s): WEECH, Terry,
Champaign, USA

53. *Translated Children's Books from other Languages into English: a Study of Outsta*
1990-2001
Presenter(s): WHITE, Maureen,
School of Library and Inf. Science, Houston, USA

54. *The Agriculture Library in Indonesia at the Cross Roads: The Role of Internationa*
Presenter(s): WIDHARTO, W.,
Information Resource Unit Seameo, Biotrop, Bogor, Indonesia

55. *NIPR - Keeping track of local publications*
Presenter(s): WILDY, Deirdre
NIPR, Belfast Central Library, Belfast, Northern Ireland

56. *Genealogical Collection of the Shanghai Library*
Presenter(s): WU, Jianming,
Shanghai Library, Shanghai, China

57. *The Concept of Lifelong Learning in the Framework of the Integration of Turkey w*
Libraries can support it
Presenter(s): YALVAC, Mesut,
Istanbul University, Istanbul, Turkey

58. *Access the World of Statistics from your Desktop with Webstat*
Presenter(s): KAHIMA, Marjatta,
Library of Statistics Finland, Helsinki, Finland

12.30-14.00

114b Meeting with IFLA National Association Members

13.30-16.00

115. Health and Biosciences Libraries with EAHIL

Expanding the Scope of the Virtual Health Library

- Turning publishing on its head
  JAN VELTROP (BioMed Central Ltd, London, UK)
- The impact of medical informatics on librarianship
  PRUDENCE W. DALRYMPLE (Dominican University, River Forest, USA)
- Democratizing Human Genome Project information: a model program for educatio
  public libraries
  MIRIAM POLLACK (North Suburban Library System, Wheeling, USA)

12.15-14.45

116. Acquisition and Collection Development

Literacy - the human dimension in life long learning: an international perspective.

Libraries build collections to serve readers but how do libraries serve those who cannot rea
behind? Why were they left behind? Is achieving literary a world-wide problem? What rol
have in leading the literacy movement?

Introduction:
NANCY DAVENPORT, (Director for Acquisitions, Library of Congress and Chair of the
Address:
ROBERT WEDGEWORTH, (President of Laubach Literacy and Honorary President of IF

13.45-16.15

117. Library Buildings and Equipment

Carnegie Libraries: Yesterday and Today

- Wise philanthropy: the Carnegie Corporation and libraries of the British Commonw
  (MAXINE K. ROCHESTER)

13.30-16.00

118. Library and Information Science Journals

Role of LIS journals in the social context: their contribution to democracy

- Testing article quality in LIS Journals: the search continues
  PHILIP J. CALVERT and GARY E. GORMAN (School of Information Managem
  Wellington, New Zealand)
- Do information professionals read research published in LIS journals?
  KATHLYN TURNER (Science Library, University of Otago, Dundedin, New Zeal
- Social exclusion in the information profession, and how LIS journals can encourag
  wider social context
  LINDA ASHCROFT (Liverpool Business School, Liverpool, UK)
- The Professional Reading Habits of American Librarians
  SUSAN WEAVER (Kent State University, East Liverpool, USA)

13.45-16.15

119. User Education

Developing Librarians as Teachers

- Learning about learning rather than about teaching
  Apprendre ce qu'est l'apprentissage plutôt qu'apprendre à enseigner
  SHARON MARKLESS (Information Management Associates, Twickenham, UK)
- What the ACRL Institute for Information Literacy Best Practices Initiative tells us
  CERISE OBERMAN (Feinberg Library, Plattsburg, USA)
- Management of library pedagogical development: from models to statistics
  DAVID HERRON (Karolinska Institute Library, Stockholm, Sweden)
- School librarian as teachers: learning outcomes and evidence-based practice
  Bibliothécaire scolaire comme enseignant : résultats de l'apprentissage et évidence
  ROSS J. TODD (State University of New Jersey, New Brunswick, USA)

14.00-15.00

120. Plenary Session II - *SI*

BRITISH
COUNCIL

- Flaming intimacy: information and identity GERARD LEMOS
  Gerard Lemos was elected to the Board of the British Council in February 1999. H
  consultants, Lemos & Crane and also a writer and social researcher.

14.00-16.30

121. Libraries Serving Disadvantaged Persons - *SI*

Library Services to the Elderly: An Obligation for Your Library

- Library Services to the homebound elderly in Denmark
  Les services des bibliothèques du Danemark à destination des personnes âgées viva
  GYDA SKAT NIELSEN (Søllerød Public Libraries, Søllerød, Denmark)
- Library Services to Institutions for the elderly in Sweden
  BRIGITTA IRVALL (Swedish Library of Talking Books and Braille, Enskede, Sw
- Aging and Verbal Creativity - Creative Writing for Elderly in the Library
  ODDGEIR SYNNES (Hordaland County Library, Bergen, Norway)

15.15-16.00

121a *Books for All* Closing Ceremony

Model Children's Library, Exhibition Hall *(By invitation only)*

15.15-17.45

122. Classification and Indexing

Compatibility and Integration in Subject Retrieval

- Subject-based Interoperability: Issues from the High Level Thesaurus (HILT) Proje
  Interopérabilité des accès matière : conclusions du projet HILT

Предметно-ориентированное взаимодействие: проблемы, связанн
Тезауруса высокого уровня (HILT)
Interoperatibilidad entre materias: acerca del Proyecto "Tesauro de Alto Nivel" (HI
DENNIS NICHOLSON (Strathclyde University, Glasgow, UK)

- Sachliche Suche in verteilten Ressourcen: ein kurzer Überblick über neuere Entwic
  Subject retrieval in distributed resources: a short review of recent developments
  Recherche matière dans des ressources partagées : brève vue d'ensemble de récents
  Предметный поиск в распределенных ресурсах: краткий обзор но
  тенденций
  MARTIN KUNZ (Die Deutsche Bibliothek, Frankfurt am Main, Germany)
- Ensuring interoperability among subject vocabularies and knowledge organization
  analysis
  La réalisation de l'interopérabilité entre vocabulaires d'accès matière et systèmes d'
  connaissance : une analyse méthodologique
  Обеспечение взаимодействия между предметными словарями и сх
  организации знаний: Методологический анализ
  Asegurando la interoperatibilidad entre vocabularios de materia y esquemas de org
  Un análisis metodológico
  MARCIA ZENG (School of Library and Information Science, Kent State Universi
  LOIS MAI CHAN (School of Library and Information Science, University of Kent

15.15-17.45

123. Audiovisual and Multimedia - *SI*

Digitisation of Audiovisual and Multimedia materials for Lifelong Learning

- Creating content for learning in its broadest sense: the NOF-digi initiative in the U
  SUSI WOODHOUSE (The Council for Museums, Archives and Libraries, London
- PictureAustralia - participating in a collaborative digital project
  DEBORAH CAMPBELL (National Library of Australia, Canberra, Australia)
- Heritage through oral history and archival images
  MATT NICKERSON (Southern Utah University, Cedar City, USA)
- Multimedia applications for innovation in cultural heritage: 25 European trial proje
  measure TRIS
  GABRIELE SCALI, MONICA SEGBERT and BARBARA MORGANTI (Space

15.15-17.45

124. National Libraries

Legal Deposit and Copyright Laws: How they meet the National Libraries Mission

- Depository, copyright and the notion of a "document"
  Dépôt légal, droit d'auteur et notion de « document »
  JON BING (University of Oslo, Oslo, Norway)
- Implementing legal deposit of electronic publications in Africa: progress report fro
  PHEGELLO Z. LETSHELA and PETER J. LOR (National Library of South Afric
- Legal deposit and copyright: some issues of concern
  Dépôt légal et droit d'auteur : quelques sources d'inquiétude
  MARIANNE SCOTT (Ottawa, Canada)
- Legal deposit, electronic publications and digital archiving - the National Library o
  PAM GATENBY (National Library of Australia, Canberra, Australia)
- Access to electronic publications in The European Library project: a common inter
  publishers
  GERARD VAN TRIER (Koninklijke Bibliotheek, The Hague, Netherlands)

16.00-17.00

124a Universal Bibliographic Control and International MARC (UBCIM)

UNIMARC Open Forum

Chair: MARIE-FRANCE PLASSARD, IFLA UBCIM Programme Director

Updating session on UNIMARC formats development activities with reports on technolog
planning for UNIMARC

- UNIMARC Formats Update
  MIRNA WILLER (National and University Library, Croatia, Permanent UNIMAR
- UNIMARC Next Generation : Technological Aspects
  JOAQUIM RAMOS DE CARVALHO (BookMARC/University of Coimbra, Coim
- Strategic Planning for UNIMARC after 2003
  FERNANDA MARIA CAMPOS (Biblioteca Nacional, Portugal, IFLA National Li

16.30-17.45

124c Libraries for Children and Young Adults

Children's Library Service Guidelines

Presentation and discussion of the revised version.
(By Invitation only)

19.45-21.15

124b Cultural Evening Concert

Royal Concert Hall
Sponsored by John Wiley & Sons publishers

Wednesday 21 August

All day

125. ROTNAC EC Meeting (Division Room)

All day

126. Library and Research Services for Parliaments

Visit to the Scottish Parliament. Presentation of the Library Services of the Scottish Parlia

All day

126a Geography and Map Libraries

Study Tour:
* Map Collection at the National Library of Scotland

* Map Collection at the Edinburgh University Library

08.30-11.00

127. Newspapers

Newspapers of the British Isles

- Partnerships in preservation: the experience of the Newsplan 2000 Project
  JOHN LAUDER (NEWSPLAN 2000 Project, The British Library, London, UK)
- Scottish newspapers and Scottish national identity in the nineteenth and twentieth c
  IAN HUTCHISON (University of Stirling, Stirling, UK)
- From Bristol Post Boy to the Twin Towers. Local news papers in England
  ELIZABETH MELROSE (North Yorkshire County Library, Northallerton, UK)
- Print, language and identity: newspapers in Wales since 1804
  ALED JONES (University of Wales, Aberystwyth, UK)

08.30-11.00

128. Reference Work - *SI*

Globalisation in Reference Services

- Introduction to the themes of the Open Session: It's just a Click Away, or is it? The
  Global Information Networks
  DIANE NESTER KRESH (Library of Congress, Washington DC, USA)
- Référence virtuelle Canada (RVC): un service canadien dans un environnement mu
  Virtual Reference Canada (VRC): A Canadian service in a multicultural environme
  FRANCEEN GAUDET and **NICHOLAS SAVARD** (National Library of Canada,
- ✓ Cultural implications of a global context: the need for the reference librarian to ask
  Implications culturelles dans un contexte mondial: le besoin du bibliothécaire de ré
  nouveau *« qui est mon client ? »*
  CAROLYN MCSWINEY (University of South Australia Library, Adelaide, Austr
- Reference work in a library system without national bibliographies and union catal
  reference work. Experiences from the IFLA/Danida trial project in Ghana.
  RUTH KONDRUP (State and University Library, Aarhus, Denmark)
- La Formation des bibliothécaires de référence à l'Ecole des Bibliothécaires, Archiv
  l'Université Cheikh Anta Diop de Dakar
  MODY SOW (Université Cheikh Anta Diop, Dakar, Senegal)
- New role for reference librarians in Polish academic libraries in the new age of de
  Les services de références des bibliothèques universitaires polonaises à l'ère démoc
  pour les bibliothécaires
  JOLANTA WROBEL (Wroclaw University of Technology, Wroclaw, Poland)

08.30-11.00

129. Government Information and Official Publications - *SI*

Devolution & Evolution: The Impact of the Supra-National and Local Governments on Inf
Handling

- A look at changes in government information policies after September 11
  Un vistazo a los cambios en las políticas de información gubernamental después de
  EDWART T. HART (New England School of Law, Boston, USA)
- New government of change in Mexico: a new information policy?
  Nuevo gobierno de cambio en México ¿Una nueva política de información?
  Nouveau gouvernement et changement au Mexique : nouvelle politique de l'inform

JESUS CORTES (Universidad Autonoma de Ciudad Juarez, Ciudad Juares, Mexic

- Getting information to the public and our users: the OECD Experience
  Transmettre les informations au public et en interne : l'exemple de l'OCDE
  Consiguiendo información al público y a nuestros usuarios: la experiencia de la OE
  PETER RAGGETT (Organization for Economic Cooperation and Development, P

08.30-11.00

130. Mobile Libraries

Advancing Mobile Libraries Services for the enrichment of our Diverse Multi-Communitie

- Toward the development of guidelines for non-motorized
  mobile libraries: using surveys and assessments to improve library services THEL
  University Libraries, New Brunswick, USA)
- Organising a mobilemeet
  IAN STRINGER (Barnsley Libraries, Barnsley, United Kingdom)
- TBA
  ELSPETH BROEN (United Kingdom)
- Transition from a Round Table to Section
  STANLEY K. NG'ANG'A (Kenya)
- The challenge of public library systems to meet information needs for diverse mult
  of mobile library service in Kenya
  RICHARD MASARANGA ATUTI (Librarian, Kenya National Library Service, H

09.00-11.00

131. FAIFE Advisory Board Meeting *(By invitation only)*

09.00-13.00

131a **Off-site:** User Education Workshop

Information Literacy

- Becoming a librarian-teacher: What does it take? How can you get it?
  PATRICIA B. YOCUM (University of Michigan, USA)
  Pre-registration is required: Ingrid Kjellqvist, Ingrid.Kjellqvist@bib.vxu.se
  Fax: +(46-470)84523

11.10-13.40

132. Document Delivery and Interlending

Global Access to Information: For whom?

- The culture of cooperation
  Pour une culture de la coopération
  DANIEL MATTES DURETT (Universidad Anahuac, Mexico City, Mexico)
- The Ghana Project - from planning to operational phase
  El proyecto Ghana- desde su planteamiento hasta la fase operacional
  NIELS MARK (State and University Library, Aarhus, Denmark)
- The success story of GILLDDNET
  GILLDDNET : Une histoire couronnée de succès
  La historia del éxito de GILLDDNET
  A.K. MARTEY (University of Cape Coast, Cape Coast, Ghana)
- Enhancing access to information through document delivery systems - INFLIBNE

Mejorando el Acceso a la Información mediante los Sistemas de Suministro de Do
INFLIBNET
S.M. SALGAR (Information and Library Network Centre, Ahmedabad, India)
T. A. V. MURTHY (Information and Library Network (INFLIBNET) Centre, Uni
Gujarat University Campus, Ahmedabad, India)

- The Programme for the Enhancement of Research Information (PERI): an integrat
  Le Programme pour l'amélioration de l'information sur la recherche (PERI) : une s
  de multiples besoins
  El Programa de Fortalecimiento de la Investigación en Información (PERI): una re
  necesidades
  CAROL PRIESTLEY (International Network for the Availability of Scientific Pub

11.15-13.45

133. Cataloguing - *SI*

Presented by: CHRIS TAYLOR (Information Access and Delivery Services, The Universi Australia) Paper written by: Marie-Louise Ayres (The AustLit Gateway, National Library Kerry Kilner (University of Queensland, Australia), Kent Fitch (Project Computing Pty, L (University of New South Wales, Australia)

What can FRBR bring to Information Interoperability?

- The basis for a record in major cataloguing codes and the relation to FRBR
  Base d'établissement de la notice dans les principaux codes de catalogage, en relat
  Die Grundlage für einen Datensatz in wichtigen Katalogisierungsre-gelwerken und
  Основа записи в правилах каталогизации и взаимосвязи с FRBR
  Las bases para un registro en la mayoría de las reglas de catalogación y la relación
  GUNILLA JONSSON (The Royal Library, Stockholm, Sweden)
- Data mining MARC to find: FRBR?
  Orpailler MARC pour trouver… les FRBR ?
  Поиск данных в MARC: FRBR?
  Sondeando el MARC para encontrar : FRBR?
  KNUT HEGNA (University of Oslo, Oslo, Norway) and EEVA MURTOMAA (H
  Helsinki, Finland)
- Report on the successful AustLit: Australian Literature Gateway implementation o
  event models, and implications for other FRBR implementations
  Compte rendu d'une réussite : le projet AustLit (Australian Literature Gateway) d'i
  événementiels FRBR et INDECS - quelles implications pour d'autres implémentat
  Bericht über die erfolgreiche AustLit: Australian Literature Gateway-Anwendung
  „Event models" sowie Auswirkungen auf andere FRBR-Implementationen
  Доклад об успешном осуществлении шлюзом AustLit моделей FR
  смысле осуществления других функциональных требований к биб
  записям
  Informe sobre el éxito del proyecto AustLit: Portal de Bibliografía Australiana para
  modelos de eventos de FRBR e INDECS, así como otras implicaciones del FRBR
  Presented by: CHRIS TAYLOR (Information Access and Delivery Services, The
  Library, Australia)
  Paper written by: Marie-Louise Ayres (The AustLit Gateway, National Library of
  Kilner (University of Queensland, Australia), Kent Fitch (Project Computing Pty,
  (University of New South Wales, Australia)

11.15-13.45

134. Regional Activities (Division VIII) - *SI*

Cultural Divide: Impact on Information Society

BEST COPY AVAILABLE

- Democracia y lectura
  Reading and democracy
  ADOLFO RODRIGUEZ GALLARDO (Biblioteca Central Universidad Nacional /
  Mexico D.F, Mexico
- The "information-starved" - is there any hope of reaching the "information super hi
  DENISE NICHOLSON (University of Witwatersrand, Johannesburg, South Africa
- Library's role in bridging the digital divide: the case of community libraries in Shar
  JIANZHONG WU (Shanghai Library, Shanghai, China)

12.00-14.00

134a. Poster Sessions

13.00-17.00

135. Reading Workshop

Reading Promotion: Practical Approaches

- Promoting reading through community partnerships: the US-Russian Reading Pron
  JOHN Y. COLE (Library of Congress, Washington D.C., USA) and MARIA A. VI
  Society Institute, Moscow, Russian Federation)
- What shall I read next? Developing tools for reader support
  J. ERIC DAVIES (Library and Information Statistics Unit, Loughborough, UK)
- Preliminary findings: the International Reading Promotion Survey
  BRIONY TRAIN (University of Sheffield, Sheffield, UK)

13.00-17.00

136. Library Theory and Research Workshop

Political Perceptions of the Public Library - An international study

- Preliminary report on the research
  BOB USHERWOOD (Dept. Information Studies, Sheffield University, Sheffield, I
- Politicians on the other side of the world
  KERRY SMITH (Curtin University, Perth, Australia)
- Brief reports from other national representatives
  TBA
- Plenary session on Group Discussions

13.45-16.15

137. Genealogy and Local History

Building on the Past, Investing in the Future

- Building on the past, investing in the future through genealogy and local history se
  PATRICK CADELL (Edinburg, UK)
- Serving Genealogy and Local History Researchers - experiences in the analogical p
  future
  MARGARETA BOVIN (SVAR, Ramsele, Sweden)
- Wales to the world, the world to Wales
  RHIDIAN GRIFFITHS (The National Library of Wales, Aberystwyth, UK)
- Scottish Archive Network
  GEORGE MCKENZIE (Scottish Record Office, Edinburgh, UK)
- A project for Chinese culture - the compilation of the *'General Catalogue of Chine*

GU YAN (Shanghai Library, Shanghai, China)

14.00-15.00

138. Plenary Session III - *SI*

Indigenous Knowledge and the Cultural Interface: Underlying issues at the intersection of systems

MARTIN NAKATA (Aboriginal Research Institute, University of South Australia, Adelai
The session will be chaired by KAY RASEROKA (President-elect of IFLA)

15.30-17.30

139. Bridging the Digital Divide

Brainstorm session with KAY RASEROKA, President-elect of IFLA, about the theme she
presidential period. (Seating is limited.)

14.00-16.30

140. Bibliography and National Libraries - *SI*

Bridging the gap between the publishing industry and national bibliographies

- Publishers and legal deposit libraries co-operation in the United Kingdom since 16
  Coopération entre éditeurs et bibliothèques attributaires du dépôt légal au Royaume
  réalité?
  JOHN BYFORD (The British Library, London, UK)
- Encouraging co-operation between the publishing industry and national bibliograp
  of national bibliographies
  ALAN DANSKIN (The British Library, London, UK)
- Collaboration and conflict between deposit libraries and publishers in the Czech R
  Collaboration et opposition entre bibliothèques de dépôt et éditeurs en République
  BOHDANA STOKLASOVA, ALENA SUCHANKOVA, JAROSLAVA SVOBO
  (National Library of the Czech Republic, Prague, Czech Republic)
- TBA
  GRAHAM TAYLOR (British Publishers Association, UK)

15.15-17.45

141. Rare Books and Manuscripts - *SI*

Collaboration in Digital Projects between Libraries, Museums and Archives

- Means before purpose - the development of cooperation between cultural heritage
  WOLFGANG UNDORF (Royal Library of Sweden)
- The medium and the message: some thoughts on a National Library's digital library
  MURRAY SIMPSON (National Library of Scotland)
- Nobody knows you're a dog (or Library, or Museum, or Archive) on the Internet: t
  cultures
  SUSAN ALLEN (The Getty Research Institute, Los Angeles, USA)

Evening

141a Consulate Receptions

Receptions are held for the citizens of some countries. Details are usually available from th
Member of the county concerned.

Thursday 22 August

Various Times

Library Visits
Coaches depart from the SECC, at the times advised on individual visit tickets.

08.30-16.00

142. **Off-site:** Genealogy and Local History Study Tour

Genealogy and Local History Services in Scotland

Mitchell Library; Registrar General's Office; Manuscript Division, National Library of Sc

08.30-15.00

143. **Off-site:** Science and Technology Libraries Study Tour

Heriot-Watt University Library, Edinburgh
Pre-registration with: Marianne Nordlander, marno@bibl.liu.se

11.30-16.00

144. **Off-site:** Classification and Indexing with Cataloguing Workshop with the CILIP Cat

Interoperability: exchange of information between libraries, museums and archives.

- Da Chanan / Two languages: creating bi-lingual name authorities
  Два языка: создание двуязычных авторитетных файлов имен
  IAIN YOUNG (Scottish Poetry Library, Edinburg, UK)
- Teaching of Information storage and retrieval at the Department for Information Sc
  Amsterdam
  Преподавание хранения и поиска информации на Отделении инфо
  Амстердамского университета
  GERHARD J.A. RIESTHUIS (University of Amsterdam, Amsterdam, The Netherl
- Joined up indexes: interoperability issues in Z39.50 networks
  Объединенные указатели: проблемы взаимодействия в сетях
  использованием протокола Z39.50
  GORDON DUNSIRE (Napier University Leaning Information Services, Edinburg,
- Classifying the Drawn Evidence: cross domain issues
  PATRICIA WHATLEY (University Archivist, Dundee, UK)
- Common Internet Portal for Libraries, Archives and Museums - BAM-Portal
  Gemeinsames Internetportal für Bibliotheken, Archive und Museen: BAM-Portal
  Общий Интернет-портал для библиотек, архивов и музеев – BAM-
  GERALD MAIER (Landesarchivdirektion Baden-Württemburg, Stuttgart, German
- Libraries and archives: integration of two professions in creating a framework for a
  Italian universities
  Bibliothèques et archives: intégration de professionnalisme dans le thésaurus du ca

Universités italiennes
GIANNI PENZO DORIA (Universita degli Studi di Padova, Padua, Italy)

08.30-16.00

145. **Off-site:** Rare Books and Manuscripts Workshop

Problems faced by institutions in setting up Collaborative Programmes of Digitisation

Some examples of local collaboration between museums, libraries and archives in the digit experience.

- When is an object not an object?
  MICHAEL MOSS (Humanities and Arts Technology and Information Institute (H/
- The Swedish experience in museums
  KATE PARSON (Museum of Modern Art, Stockholm, Sweden)
- Digitizing the spoken word
  NORBERT SCHNETZLER (Vorarlberger Landesbibliothek, Begenz, Austria)

08.30-16.00

146. Statistics with Library Theory and Research Workshop

Northumbria Lite - Measuring Impact and Outcomes

- Welcome and Introduction.
  SANDRA PARKER (Northumbria University, UK), WANDA DOLE (Washburn I
  KERRY SMITH (Curtin University, Australia)
- Background and introduction to measuring impact and outcomes
  ROSWITHA POLL (University and Regional Library, Muenster, Germany)
- Estimating the economic value of library benefits
  JOHN SUMSION
- Public libraries: demonstrating their social impact through qualitative research
  BOB USHERWOOD

Plenary Papers

- The use of a managerial approach in measuring library impact on society: An exam issues
  LAMIA BADRA (SII-ENSSIB, France) and LISE VIEIRA (University Of Bordea
- Evaluation, impact and outcomes - the JUBILEE project
  LINDA BANWELL, KATHRYN RAY, GRAHAM COULSON and DEBBIE PR(University, UK)
- LibQUAL+ 2002
  JULIA BLIXRUD and DUANE WEBSTER (Association of Research libraries, US
  FRED HEATH and BRUCE THOMPSON (Texas A & M University, USA)

Concurrent workshop groups

- Kids voting in Japan: new media learning for kids in elementary schools
  KAZUKO MASUDA (University of Library and Information Science, Japan)
- User behaviour in accessing research information online
  CHRIS BECKETT (Ingenta, UK)

Plenary Papers

- Studying the impact of library service on academic research: a survey of graduate s
  JANE TREADWELL (Emory University, USA)
- Developing reference statistics for library planning
  TORD HOIVIK (Oslo University College, Norway)
- Patterns of patron use of networked electronic services at four academic health scie
  BRINLEY FRANKLIN (University of Connecticut, USA) and TERRY PLUM (Si

Concurrent workshop groups

- Development and use of oral interviews and rating scales in engineering departmen
  members use the library
  FRANK ELLIOTT (University of Minnesota, USA)
- The impact of information technology and online library resources on research, tea
  University of Washington
  STEVE HILLER (University of Washington, USA)
- Successful students: does the library make a difference?
  KARIN DE JAGER (University of Cape Town, South Africa)
- A few countries measure impacts and outcomes - most would like to measure at lea
  MELITA AMBROZIC (National and University Library, Ljubljana, Slovenia)

Plenary and Feedback

- The way forward WANDA DOLE (Washburn University, USA)

08.30-12.00

147. University Libraries and other General Research Libraries, FAIFE, Latin America an
Office Brazil

The role of the University Library in promoting Democracy and Diversity

- Introduction
  ALEX BYRNE (University of Technology, Sydney, Australia)
- Conclusion and further initiatives
  CRISTÓBAL PASADAS UREÑA (University of Granada, Granada, Spain)
- TBA
  BRIAN LANG (University of St. Andrews, St. Andrews, United Kingdom)
- TBA
  JENNY RAUBENHEIMER (University of South Africa Library, Pretoria, South A
- The role of university libraries in Latin America in the promotion of democracy an
  SUELI DO AMARAL (Universidade de Brasilia, Brasil) and ADOLFO RODRÍGU
  de México, Mexico)
- TBA
  ALEKANDR PLEMNEK (St.Petersburg University of Technology, St. Petersburg,

08.30-12.00

148. Management of Library Associations with Asia and Oceania Workshop

Current Issues and Activities of Library Associations in Developing Countries

- The experience of practical activities of national and other professional library asso
  Опыт практической деятельности национальной и других професс
  библиотечных ассоциаций в России
  VLADIMIR ZAITSEV and BORIS MARSHAK (Russian Library Association, St
  Federation)
- Consal Organization - Improving our communication network

R. RAMACHANDRAN (Congress of Southeast Asian Librarians, Singapore, Sing

- Association "Information Consortium of Kazakhstan Libraries" - a possibility of co resources within the country
  Ассоциация «Информационный консорциум библиотек Казахстан консолидации информационных ресурсов страны
  KAMA URMURZINA (Information Consortium of Kazakhstan Libraries, Kazakst
- Role and importance of national and state level associations in library development
  C.R. KARISIDDAPPA (The Indian Library Association, India)

08.30-12.00

149. Acquisition and Collection Development Workshop

Evaluating Electronic Resources

- Introduction and overview of the issues to evaluating and measuring electronic resc
  ANN OKERSON (Yale University, New Haven, USA)
- Is it worth it? Unveiling what lies hidden in the E-resources statistics
  KIMBERLY PARKER (Yale University Library, New Haven, USA)
- User studies and what they teach us about electronic resources
  KRISTIINA HORMIA-POUTANEN (Helsinky University Library, Helsinki, Finla
- Defining success; electronic access for countries in transition
  BLAZEJ FERET (Technical University of Lodz, Lodz, Poland
- Developing an electronic library for scientific journals: a consortium project in Bra
  ROASLY FAVERO KRZYZANOWSKI (Electronic Lirbary Program/ Research S State of São Paulo, São Paulo, Brasil)

08.30-12.00

150. Library Services to Multicultural Populations Workshop

Presentation of the 7th Heaven - a project on Nordic Literature

- The 7th Heaven - a project on Nordic Literature
  GITTE VEJLBY and MAJKEN JØRGENSON (The 7th Heaven, Copenhagen, De

  Panel discussion: the panel will discuss the feasibility of adopting similar programr integration process of immigrants and refugees. The names of the panelist are Barb de Voogd (The Netherlands), Clara M. Chu (USA) and Majken Jorgenson (Denma

08.30-12.00

151. Information Technology Workshop

Metadata: Foundations and Future

METADATA FOR DESCRIPTION AND DISCOVERY - presentations and discussions:

- Introduction to the workshop CATHERINE LUPOVICI (France)
- Reports from the International Conference on Dublin Core and Metadata Applicati
  SHIGEO SUGIMOTO (University of Library and Information Science, Tsukuba, J (National Institute of Informatics, Japan), THOMAS BAKER (Birlinghoven Librar Germany) and STUART WEIBEL (Dublin Core Metadata Initiative, USA)
- MARCXML Toolkit - XML schemas and transformations available and planned fo
  SALLY MCCALLUM (Library of Congress, Washington DC, USA)

METADATA FOR TECHNICAL, ARCHIVAL, AND PRESENTATION PROCESSES -

- Metadata Encoding and Transmission Standard (METS): A framework for Digital
  COREY KEITH (USA)
- Panel of METS implementors - Moderator: Mats Lindquist, Sweden
  - Catherine Lupovici - Implementation plans at the *Bibliothèque nationale de* format for digitized material and for web archiving
  - Lyn Lewis Dafis (Wales) - Welsh National Library implementation plans f
  - Corey Keith - Library of Congress implementation and development of sup video collections

08.30-12.00

152. Bibliography and National Libraries Workshop

Bibliographic Control or Chaos? How to treat remote electronic resources in the (Nationa

- Challenges of providing bibliographic access to remote electronic resources in nati and solutions - an overview
  Quels défis relever pour fournir un accès bibliographique aux ressources électroni bibliographies nationales : problèmes et solutions - vue d'ensemble
  Herausforderungen bei der Verzeichnung von Netzpublikationen in Nationalbiblio Aufgaben und Lösungskonzepte
  Проблемы обеспечения библиографического доступа к удаленны ресурсам в национальных библиографиях: Проблемы и решения -
  Retos para ofrecer acceso bibliográfico a los recursos electrónicos remotos en las b Problemas y soluciones - una panorámica
  JOHN BYRUM (Library of Congress, Washington D.C., USA)
- Internet projects and bibliographic activities in Russia
  Projets sur Internet et activités bibliographiques en Russie
  Internet-Projekte und bibliografische Aktivitäten in Russland
  Интернет проекты и библиографическая деятельность в России
  Proyectos de Internet y actividades bibliográficas en Rusia
  YELENA ZHABKO (National Library of Russia, St Petersburg, Russia)
- A multifaceted strategy for a national bibliography on electronic resources
  Une stratégie à facettes multiples pour une bibliographie nationale des ressources
  Eine vielfältige Strategie für eine Nationalbibliographie elektronischer Publikatione
  Una estrategia de múltiples facetas para una Bibliografía Nacional de recursos elec
  Многоаспектная политика национальных библиографий по отнош электронным ресурсам
  RANDI DIGET HANSEN (Danish Bibliographic Centre, Copenhagen, Denmark)
- Cataloguing and organising library workflows - new ways
  Nouvelles manières de cataloguer et d'organiser les flux en bibliothèque
  Neue Wege der Katalogisierung und der Organisation des bibliothekarischen Arbei
  Новые подходы к каталогизации и организации библиотечного ра
  Distribución del trabajo de catalogación y organización de la biblioteca - Nuevas v
  STINA DEGERSTEDT (The Royal Library, Stockholm, Sweden)
- The European Library Project: managing bibliographic standards at the European l
  Le projet bibliothèque européenne : gérer les normes bibliographiques au niveau eu
  The European Library Project: Bibliografische Standards auf europäischem Niveau
  Европейский Библиотечный Проект: управление библиографичес на Европейском уровне
  Proyecto de la biblioteca europea: la gestión de los estándares bibliográficos a nive
  ROBERTH SMITH (The British Library, Boston Spa, UK)
- Providing bibliographic access to archived online resources: the National Library o
  Fourniture d'accès bibliographique aux archives de ressources en ligne: l'approche d'Australie
  Bereitstellung von bibliografischem Zugang zu archivierten Netzpublikationen: Di

BEST COPY AVAILABLE

australischen Nationalbibliothek
Обеспечение библиографического доступа к архивированным сет
Подход Национальной библиотеки Австралии
Proporcionar el Acceso Bibliográfico a los Recursos en Línea Archivados: El ejem
de Australia
PETER HADDAD (Technical Services Branch, National Library of Australia, Can
GATENBY (Collections Management Division, National Library of Australia, Can

09.00-10.30

153. Meeting for Past, Present and Future IFLA Conference Organiser
(By invitation only)

09.30-16.00

153a. **Off-site:** Library History Study Tour

Visit to the historic, eighteenth-century subscription libraries of Leadhills and Wanlockhea north of Dumfries

09.00-16.00

154. Public Libraries Workshop

Promoting Computer Literacy @ your library

- Cybercentres in Dumfries and Galloway
  JANICE GOLDIE and LINDSAY MASON (Dummfries and Galloway Libraries, I
- Learning the basic skills of information society - Netti-Nysse the Internet bus
  ELINA HARJU (Tampere City Library, Tampere, Finland)
- La formation aux nouvelles technologies de l'information et de la communication d françaises
  IT training in small librairies
  VICTORIA COURTOIS (Bibliothèque départementale du Val d'Oise, Val d'Oise, I
- Information highway North America - how to get everybody on IT!
  MARY SHERMAN (Pioneer Library System, Norman, USA)
- Central and Eastern Europe Struggling for Computer Literacy - a Czech experience
  JARMILA BURGETOVÁ (Association of Library and Information Professionals c Czech Republic)
- Implementing the Bill & Melinda Gates Foundation Grant for Public Access to Co libraries throughout Chile
  CLARA BUDNIK (Dirección de Bibliotecas, Archivos y Museos de Chile (DIBAM
- Information literacy for the masses: the Singapore experience
  NGIAN LEK CHOH (National Library Board, Singapore)

09.00-16.00

155. **Off-site:** Reference Work Workshop

How to start a Virtual Reference Service in your Library.

- The big picture: trends driving change and how librarians are responding
  ANNE G. LIPOW (Library Solutions Institute and Press, Berkeley, USA)
- 24x7 reference, a multi-typed library consortium in California
  SUSAN MCGLAMERY (Metropolitan Community Library System, University of USA)

- OCLC's new chat and routing software
  CHIP NILGES (OCLC, Dublin, USA)
- Presentation of virtual reference service - experiences from Germany
  CHRISTINE GLÄSER (University of Oldenburg Library, Oldenburg, Germany)
- The Library of Congress-sponsored Collaborative Digital Reference Service (now
  DIANE KRESH (Library of Congress, Washington D.C., USA)

Pre-registration is required, please contact Anne G. Lipow at: anne@library-solutions.c

09.00-14.00

156. **Off-site:**Education and Training Workshop

Driving Change in the Profession

- The Quality Assurance Agency (QAA) and subject review: the viewpoint of the as
  JUDY BROADY-PRESTON (University of Wales, Aberystwyth, UK) and JANET
  Loughborough, Loughborough, UK)
- Quality Assurance Agency and benchmarking
  MARION HUCKLE (CILIP, London, UK)
- The UK Research Assessment Exercise 2001
  JUDITH ELKIN (University of Central England, Birmingham, UK)
- The role of professional body accreditation in Library & Information Science educ
  PETER ENSER (University of Brighton, Brighton, UK)

09.00-13.00

157. **Off-site:** ***Napier University, Edinburgh*** Government Information and Official Public

Devolution and Evolution: the impact of supra-national and local governments on informa

Register in advance!

- GIS and Data Sharing in Libraries: Considerations for Digital Libraries
  Les systèmes d'information géographique (SIG) et le partage des données entre bib
  réflexion pour les bibliothèques numériques
  NANCY C. HYLAND (Albert R. Mann Library, Cornell University, Ithaca, USA)
- The information experience in the international context presentations from a numb
  organizations and associated discussion including FAO, WHO and others
- New activities at the World Health Organization Library
  (YVONNE GRANDBOIS, WHO Library and Information Networks for Knowled

11.00-14.30

158. **Off-site:** ***Napier University*** Preservation and Conservation Workshop

Conservation Research and its Implementation in Libraries Worldwide

Moderator: JOHN DEAN (Cornell University, Ithaca, USA)

- Conservation Science
  HENK PORK (Koninklijke Bibliotheek, The Hague, Netherlands)
- Sensing the environment: recent results
  ELIZABETH GOINS (Image Permanence Institute, Rochester, USA)
- Environment and passive climate control chiefly in tropical climates
  JOHN DEAN (Cornell University, Ithaca, USA)

This workshop emphasizes the importance of environmental controls in preservation of lib both basic information as well as a new computer-based product for remote sensing of the

12.15-15.45

159. Asia and Oceania

The Application of Metadata in Library and Information Services

In this workshop intended particularly for librarians planning to introduce metadata into th participants will examine why and how metadata is used in libraries and information servic on a range of metadata standards (eg the Dublin Core, the Encoded Archival Description) used for resource discovery, structural metadata, and preservation metadata.

Facilitators:
DAN DORNER (Victoria University of Wellington, Wellington, New Zealand)
STEVE KNIGHT (National Library of New Zealand, New Zealand)

12.15-15.45

160. Library Buildings and Equipment

Then and Now: Innovation in Library Design, from Carnegie to new Libraries

A special celebration of Andrew Carnegie: his legacy and buildings adaptation for the 21st the Glen Pavilion, Pittencrieff Park, Dunfermline

12.15-15.45

161. School Libraries and Resource Centres with National Libraries and Libraries for Chil Workshop

Reading Development with Young People in Public, School and National Libraries

- Reader development in the United Kingdom
  JONOTHAN DOUGLAS (The Chartered Institute of Library and Information Prof UK)
- *Bridging the Hell's Gap* - a Swedish school development project focusing the Scho resource
  Franchir le Gouffre du diable - une expérience scolaire suédoise transformant la bi ressource pédagogique
  MALIN KOLDENIUS (Regional Library of Västra Götaland, Västra Götaland, Sw (The Gothenburg Region Association of Local Authorities, Gothenburg, Sweden) a (Västra Götaland County, Sweden)
- National Libraries
  ZAWIYAH BABA (National Library of Malaysia, Malaysia)

12.15-15.45

162. Cataloguing with Serial Publications Workshop

Seeing Serials in a New Light: from ISBD(S) to ISBD(CR)

- Bibliographic standards for serials: recent developments
  PAUL V. BUNN (The British Library, Boston Spa, UK)
- Editing ISBD(CR): approach, scope, definitions

EDWARD SWANSON (Saint Paul, USA)

- ISBD (CR) and title changes - applied in practice
  UNNI KNUTSEN (National Library of Norway, Oslo, Norway)
- Key points from the new standard - 2
  KAREN DARLING (University of Missouri-Columbia, Columbia, USA)
- The national context, the UK situation
  DAVID BARON (The British Library, Boston Spa, UK)

12.15-15.45

163. National Libraries with Information Technology

Capturing the Web: Learning from experience in the National Libraries

- Breaking the waves - pioneering in web-harvesting
  BREWSTER KAHLE (Internet Archive, San Francisco, USA)
- Capturing in practice: the surface web and the deep web
  CATHERINE LUPOVICI (Bibliothèque nationale de France, Paris, France)
- The collection of Swedish web pages at the Royal Library: the web heritage of Sw
  ALLAN ARVIDSON (National Library of Sweden, Stockholm, Sweden)
- Archiving the Web - some legal aspects
  Archiver le Web - quelques perspectives juridiques
  ALENKA KAVCIC-COLIC (National and University Library, Ljubljana, Slovenia
- Access to web archives: the Nordic Web Archive Access Project
  Accès aux Archives du Web : le projet d'accès aux archives nordiques du Web
  SVEIN ARNE BRYGFJELD (National Library of Norway, Oslo, Norway)

12.15-15.45

164. Geography and Map Libraries Workshop

Scanning Maps for Information Content for Small Libraries and Local Historical Collecti

- This halfday workshop will discuss strategies for small libraries and historical colle
  images of their map collections. It will cover the minimal requirements for scannin
  other dense information formats, image file formats, resolution, preferred storage a
  metadata, and technical solutions to dense visual information format scanning issu
  given to identifying the information content of the materials within the context of t
  PATRICK MCGLAMERY (University of Conneticut, Storrs, USA)
  TERRY PLUM (Simmons Graduate School of Library and Information Science, B

12.15-15.45

165. FAIFE with Libraries for the Blind Workshop

Library Services to the Blind: Ignorance or Censorship
A debate on the motion: *"This house believes that the existence of separate libraries for sp censorship".*

- For the motion
  JOHN GODBER (Royal National Institute for the Blind, Peterborough, UK)
- Seconding the motion
  RICHARD N. TUCKER (FORCE Foundation, The Hague, Netherlands)
- Opposing the motion
  DAVID OWEN (Share the Vision, Stockport, UK)
- Seconding the opposition
  ALEX BYRNE (University of Technology, Sydney, Australia

Evening:

165a Reception at the National Museums of Scotland

Visit Military Tattoo - *by pre-registration only.*

For the delegates who attend the Tattoo, the reception at the National Museums begins at 1
walk to the Castle to attend the Tattoo.

The other delegates will be welcomed at the National Museums of Scotland at 20.30.

Friday 23 August

08.00-10.00

166. SC II Acquisition and Collection Development
167. SC II Bibliography
168. SC II Audiovisual and Multimedia
169. SC II Health and Biosciences Libraries
170. SC II Cataloguing
171. SC II Government Libraries
172. SC II Libraries for the Blind
173. SC II Geography and Map Libraries
174. SC II Library Buildings and Equipment
175. SC II Library Theory and Research
176. SC II Management and Marketing
177. SC II Libraries for Children and Young Adults
178. SC II Preservation and Conservation
179. SC II Public Libraries
180. SC II Rare Books and Manuscripts
181. SC II School Libraries and Resource Centres
182. SC II Genealogy and Local History
183. SC II Reading
184. FAIFE Business Meeting II

09.00-12.00

184a Digital Access and Preservation: ERPANET at IFLA

This session will explore two key areas of great importance to the library sector: the contin
and the relationship between digital preservation and scholarship. It offers participants in tl
chance to gain exposure to the issues related to the preservation and access to digital resou
ERPANET (www.erpanet.org), the event will engage with the Library community explorin
pivotal to the successful long-term preservation and access to electronic records. The event
raising awareness and promoting collaborative action by ERPANET which is supported by
Technologies programme.

Speakers will include a historian, a library professional, and a cultural luminary. The event
conference materials to all IFLA Participants. ERPANET will also hold a Library Commu
foster the work of ERPANET in the area of digital preservation for Libraries.

09.45-10.45

184b IFLA Executive Committee with representatives of UNESCO, CDNL, IPA and ICA

(By invitation only)

10.15-12.15

185. SC II Statistics
186. SC II Art Libraries
187. SC II Asia and Oceania
188. SC II Africa
189. SC II Classification and Indexing
190. SC II Document Delivery and Interlending
191. SC II Education and Training
192. SC II Government Information and Official Publications
193. SC II Information Technology
194. SC II Latin America and the Caribbean
195. SC II National Libraries
196. SC II Libraries Serving Disadvantaged Persons
197. SC II Library Services to Multicultural Populations
198. SC II Reference Work
199. SC II Science and Technology Libraries
200. SC II Serial Publications
201. SC II Social Science Libraries
202. SC II University Libraries and other General Research Libraries
202a SCII Library and Research Services for Parliaments

09.30-12.30

203. Book Event: Children's authors

- GERALDINE McCAUGHREAN, the Carnegie Winner with two further books sh
- MICHAEL MORPURGO, writer of over 60 books with many winners and short li
- TERENCE BLACKER, formerly a publisher; now a columnist; author of over 25 novels to his credit as well

09.30-12.30

204. Book Event: Adult Authors

- DEBORAH MOGGACH, best-selling novelist and short-story writer has written has adapted both her won and other people's work for film and TV
- BERNARD MACLAVERTY, the writer from Northern Ireland, twice on the Book books made into films
- JIM CRACE, writer and playwright, winner of countless prizes, who has been tra

11.00-12.00

209. IFLA/IPA Panel Discussion

- Herman Spruijt (IFLA/IPA Steering Group Co-Chair)
- Ingrid Parent (IFLA/IPA Steering Group Co-Chair)
- Elaine McQuade (Penguin UK)
- John Cole (Information Coordinator, IFLA Reading Section, Center for the Book,

12.30-14.00

209a. CLM Committee Meeting

12.20-14.00

210. CB II General Research Libraries (Div I)
211. CB II Special Libraries (Div II)
212. CB II Libraries Serving the General Public (Div III)
213. CB II Bibliographic Control (Div IV)
214. CB II Collections and Services (Div V)
215. CB II Management and Technology (Div VI)
216. CB II Education and Research (Div VII)
217. CB II Regional Activities (Div VIII)

12.30-13.30

218. Plenary Session IV - *SI*

Losing sight of the library child
ANNE FINE
Anne Fine has over 40 books to her credit. She has won the Carnegie Medal (twice), the G
Award, The Whitbread Children's Novel Award (twice) and the Smarties Prize.

The session will be chaired by ALAN MARCHBANK (Director, Public Services, Nationa
Edinburgh, Soctland)

14.15-15.30

219. Closing Session - *SI*

15.45-16.45

220. Council II - *SI*

Saturday 24 August

All day

- Post Conference Tours
- Governing Board meeting

Prior to the main conference a number of satellite meetings will be held. Details are availal
http://www.ifla.org/IV/ifla68/satellite.htm

All programmes, events and tours are subject to change and/or cancellation without notice.

Latest Revision: *October 23, 2002*

International Federati

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**085-077-E**
Division Number:	**I**
Professional Group:	**Library and Research Services for Parliaments**
Joint Meeting with:	-
Meeting Number:	77
Simultaneous Interpretation:	-

Budget analysis for parliaments: the case of Poland

Wieslaw Staskiewicz
Bureau of Research
Chancellery of the Sejm
Warsaw, Poland

---

1. **General remarks - Reasons for offering budget analysis services**
2. **A few words on history**
3. **Examples of the kinds of reports and services provided**
4. **Benefits and risks connected with the provision of budget analysis services**
5. **What professionals, and how many make up an adequate team?**
6. **A few final remarks**

1. General remarks - Reasons for offering budget analysis services

The democratic transformation of Poland following 1989 highlighted the issue of seeking greater impact of the Parliament and deputies on the central budget. After years of lacking any real power, new democratically elected deputies believed that they should act on the budget and attempted to take the initiative. Although it proved to be a difficult task, the deputies have not given up on the goal -- even after 10 years of strenuous effort and some frustration. Each year, in the course of budgetary debates, Polish deputies have managed (and do manage) to change around 0.5 percent of the whole central budget appropriations. The amounts so transferred and distributed anew during an almost 3-month-long debate may seem insignificant, but we must face the reality of both the importance and the difficulty of the task.

Two different approaches may be taken to describe this situation: the optimistic and the pessimistic approach. If you take the optimistic approach, one could point to the creation of important democratic mechanisms whose significance for the future cannot be overestimated. The pessimist instead would say that it is wishful thinking to believe that parliament is capable of improving a draft central budget submitted by the Government. Where the Government cannot cope with such task, the parliament is naturally even less capable of dealing with it more successfully without appropriate information and professional staff. Additionally, in all post-communist countries, there were (and are) very few resources to distribute. The most budgetary expenditures are allocated to the so-called "fixed spending" (on public debt service, pensions, social benefits and health insurance). The optimist would naturally say that in such a situation it is even more important to ensure appropriate distribution of even the small amount that is available, since democratic processes require active participation by the legislature on such important matters. On the other hand, the pessimist would argue that the adoption of a central budget in such circumstances merely bears the traits of a ritual ceremony, ineffective by definition and producing easily predictable results – a situation that the Polish case confirms.

Regardless of the approach taken, one thing is unquestionable: the adoption of the central budget is a highly formalized, complex, labor-intensive and time-consuming process. The active and informed participation of deputies in it requires far-reaching support from both budget analysis services and independent experts. Only they can provide the deputies with the knowledge and expertise on central budget issues, verify information furnished by the Government and supply necessary information and evaluations, thereby enabling the deputies to deal skillfully with central budget issues. Let us add that their work also depends on a political and legal culture developed in a given country, as well as the deputies' experience in the conduct of parliamentary activities.

The existence of budget analysis services in parliament does not guarantee their success. Deputies must also trust them and respect their opinions and independence. In Poland, meeting these challenges by the parliamentary administration has proved extremely difficult, and the process of creation of parliamentary budget services took five years.

2. A few words on history

In Poland parliamentary budget services were set up in 1991 within the framework of the Bureau of Research, part of the Chancellery of the Sejm. At that time, the budget section had 6 employees. The very idea of a section responsible for the provision of support to deputies working on the budget turned out to be difficult to implement from the very beginning. This resulted from the following factors:

1. None of the section staff had ever been employed in parliamentary administration; therefore they were not familiar with relevant procedures,
2. None of the section personnel had ever worked on the central budget in government administration,
3. Secretaries of the public finances committee (who had served on them for many years) were reluctant to admit strangers (including the employees of the Bureau of Research) to its work, which sometimes impeded cooperation with deputies,
4. The presence of a multitude of political parties and a wide range of diversity of interests in the Polish Sejm, which manifested itself in its entirety during the work on the central budget. Deputies frequently identified their own individual or group interests with the public interest. Inexperienced experts of the Bureau were under constant fire from "dissatisfied" deputies.
5. An overwhelming majority of the deputies elected to the Polish parliament were newcomers for whom the budget process was completely unknown.
6. Objective difficulties in preparing the central budget and methodological dilemmas in areas where the parliament had not yet reached agreement.

Despite these circumstances none of the deputies questioned the need for budgetary services and existence of such a team. This, above all, resulted from the huge number of amendments to the budget proposed by deputies (700 in 2000 and 350 in 2001). Such amendments had (and still have) to be written in the prescribed form and to appropriately present their calculations. This is an onerous task that must be completed in a short time, and in a manner specified by the rules of procedure. In any such amendment, a deputy has to propose offsetting transfers within the budget. The multitude of proposed amendments and deputies' expectations that they would be prepared by parliamentary budget staff contributed directly to development of the Budget Section in the Bureau.

Fundamental changes took place in 1995. They resulted in the setting up of the separate Budget Studies Division, which seemed to be a mere symbolically bureaucratic action. However, this led to the following real changes.

- First, it increased staff from 6 to 12 (including those who work part-time).
- Second, direct cooperation was established with the Chair of Public Finances of the Law Faculty at one of the Polish universities, reflected in employment contracts with 4 scholars employed therein.
- Third, relations between secretaries of the Public Finances Committee of the Sejm, the employees of the Budget Studies Division, and employees of the Legislative Bureau [of the Chancellery of the Sejm] were also improved. The Bureau of research assumed responsibility for the coordination of the Committee work.
- Fourth, the Division was equipped with appropriate tools: data bases, powerful computers and rooms in the main building of the Sejm.
- Fifth, previous experience in the operation of the financial section was applied. Standard formats were established for the presentation of an amendment and, perhaps even more importantly, a timetable for committee work on the budget and standard formats for publication of opinions and expert reports were also established.

These changes enabled parliamentary budget services to become an equal partner with the government budget services. Moreover, the size and professional skills of the parliamentary budget team provided an opportunity to undertake in-depth studies on the central budget – indispensable for making final decisions and granting approval for government accounts (the procedure for discharging the budget from the parliament). Very often the opinions of scientific authorities (or university professors) had a decisive influence on decision-making concerning controversial budgetary issues. Finally, the most important thing is that the staff of the Division gained recognition and respect among Sejm deputies. That respect is so great that suggestions have been made concerning the possible need for creating a separate and independent bureau of the Sejm for budget analysis.

3. Examples of the kinds of reports and services provided

The Division's experts work in two teams: the State [Central] Budget Team and the Financial Analysis Team. These two teams are also supported by personnel of other divisions of the Bureau of Research and by outside experts during the period of work on the adoption of the budget and on a report on implementation of the central budget. The teams perform the following tasks:

- An analysis of materials submitted by the Government (a draft budget and a report on the implementation of the central budget), the Supreme Chamber of Control, the National Bank of Poland and the Central Statistical Office;
- Preparation of written opinions on the textual part of a budget bill, on individual parts of the budget, and on the macroeconomic targets of the bill and on the targets for monetary policy. After the delivery of a draft central budget (late September); deputies wait for its evaluation by parliamentary experts independent of the Government. This procedure also applies to a report on the implementation of the central budget, to be submitted by the Government in June. In this connection, the Bureau publishes specially prepared experts' reports and opinions on the issue, in the form of info-packs (each consisting of about 200 pages on average);
- Participation in all sittings of the Committee and subcommittees and, during the period of the adoption of the central budget, in sittings of other committees that offer opinions on the central budget. The whole period of such active participation lasts 6 months;

- Formulation of deputies' proposals for amendments (which number in the hundreds) in the course of work on the budget; putting them into a unified form; and describing the financial consequences of the proposed amendments;
- Presenting to the committee statements, illustrating the consequences of the motions accepted. This sometimes involves computer simulations of the impact of the amendments on the central budget. This has become possible due to the availability of specialized computer software;
- Carrying out other request made by committees and deputies, concerning the budget, finances, monetary policy, taxation system and banking system. The goal is to meet all needs of deputies and committees in these areas. If the Division or the Bureau are unable to do the requested task, they can commission outside experts to collaborate with the Division, paid by funds specially allocated to the Bureau for such opinions and experts' reports. The experts present written opinions on a number of subjects. They also provide the following services:

    - ➢ Preparation of motions to be voted on during the committee and plenary sittings of the Sejm;
    - ➢ Organization of training and seminars for newly elected deputies, dedicated to procedures for adoption of the budget, the structure of the central budget as well as mechanisms and the special nature of parliamentary work.

Finally, it should be mentioned that the Budget Studies Division completes over 300 written requests each year (e.g., 311 in 2000 and 330 in 2001).

4. Benefits and risks connected with the provision of budget analysis services

An attempt to balance benefits and risks of providing parliamentary budget services is a difficult task, but I will try to cover the main issues. On the one hand, it is an indisputable fact that the parliamentarians' work on the central budget is both important and requires support because of it great complexity. On the other hand, it is an open question whether parliamentary administrations should create their own budget services, or rather rely on government services, given the expense of creating such a service. The question is easy to answer in relation to those countries in which the civil service functions properly and there is a long history of democratic control of the government budget. Proper operation of civil service provides arguments against development of budget services in parliaments and for relying on government services. The more so as the number of specialists in this field is limited in each country and, moreover, there are no reasonable grounds to assume that the government services have not provided the deputies with appropriate information. This is rather a question of tradition and political culture.

The situation in new democracies (including Poland) is quite different. Frequent changes in government, immaturity of a democratic political party system, and the lack of a strong and professional civil service, as well as poor preparation of parliamentarians to perform the public role assigned to them by the electorate, all justify the need for setting up such services. Furthermore, their existence is essential for the proper functioning of parliamentary committees and, in fact, for the work of deputies as representatives. It is easy to say, but much more difficult to turn into reality.

Possible risks affecting the realization of this undertaking are as follows:

- Difficulties in building a good team. There is a narrow group of specialists in this field in Poland, most of them working, not surprisingly, in government institutions. In consequence, there is no guarantee that enough outside specialists exist to create and maintain a strong team.
- Maintenance of objectivity and fairness in providing equal services to all political forces represented in parliament, which is extremely difficult concerning cooperation between the experts and deputies in the process of adopting a budget prepared by the governing party. Moreover, we should never forget the special problems faced by representatives of the

Opposition, whose access to information on the budget process is more limited (remembering that they could become the governing party in the future).

- To keep pace with the skills and knowledge of government experts and officers, as a requirement for informed discourse between the government side and parliament. This is a really difficult task, since the government side which prepares (creates) the draft central budget has a natural advantage.
- To build the authority and expertise of the parliamentary budget service, which is always time-consuming and requires experience and training.

And, finally, experience tells us that the work in parliamentary research services requires from the staff great psychological strength and good physical condition. The committee debates may last several consecutive days and, sometimes, the Public Finances Committee works through the night. The nature of such work varies in some respects from that of the more traditional librarians or researchers. We should note that the traits necessary to be a good accountant are also needed.

5. What professionals, and how many make up an adequate team?

I have already mentioned that the work of parliamentary budgetary staff is different from that of librarians or researchers. It is arguably more stressful, subjected to powerful political pressures and, above all, requires some skills in mathematics and an enjoyment in working with numbers.

In building up a team of budgetary analysis team the following issues should be considered:

1. We must decide whether we shall be making: **a)** a small team (of up to 6 people), or **b)** a larger one (10 to 20 people), or **c)** a few dozen-strong analytical staff which, for obvious reasons must be a separate organizational unit, and which requires funds that most parliaments do not have (excepting perhaps the USA). In practice this becomes a choice between options **a** and **b.**
2. It is important to decide whether the new unit is to function within the bureau of research (as is the case in Poland), as a service to a parliamentary committee, or as part of library services, for its situation largely determines its possibilities. The most compelling advantage of placing it within a bureau of research is the ability to assign part of the tasks to experts in different areas of specialization corresponding to different parts or chapters of the budget. They are more familiar with topical issues behind the figures the budget contains. Moreover, they add to the team and offer additional hands in critical moments.
3. Broadly speaking, the team should include specialists in three areas: economists, lawyers, and accountants or bookkeepers. It is also necessary to employ scientists specializing in public finance, although this is not a must in cases of small teams (option **a** above).
4. After answering those questions, we must decide whether we shall expect the team only to assist the finance committees in their work, co-operating with the other deputies within general knowledge concerning the central budget, or to prepare independent analyses and publications, and to execute various in-depth committee projects. In the first case the team would be more managerial and secretarial – gathering information and analysis from others and working only for the commission. In the second one - their tasks would concentrate on analyses. Each type is governed by different rules - the first commissions more opinions and studies outside its ranks, the second generates its own.
5. The budget staff must enjoy political independence, and meet the criteria required of civil servants. This is much more important than in the case of most other parliamentary services. They must not be related to any governmental services, interest groups, or political parties.
6. All members of a team must have solid command of the parliament's standing orders and the Budget Law. This is a precondition for success in their work. Adoption of the budget is a very special kind of practice, and it is governed by its own rules.
7. When building a team, it is important to assure proper compensation and career rewards which will help to maintain it appropriately.

In brief: building a team is a complex process and depends on adequate financial means and on many other factors, such as: the commitment of the secretary general of the parliamentary administration, on the situation in the labor market, as well as - most importantly - on the tradition the given country has in passing its budget, and the role its parliament plays in the process.

6. A few final remarks

The demand for parliamentary budgetary services may be the result of a number of factors:

- The nature of democratic political developments, such as, for example, the democratic transformation that took place in the countries of Central and Eastern Europe,
- The strength of the parliament in the general policy-making processes of the nation and in the process of adopting the budget in any given country,
- The growing complexity of modern central budgets, caused by globalization of the economy, and resulting in less transparency for the deputies,
- Differences in the models of operation of the parliamentary administration - the status of experts, research services and secretaries of parliamentary committees,
- The size of parliamentary administration.

Do the above-listed factors influence the model of parliamentary research services? Of course, they do. Is it possible, therefore, to offer some general advice concerning the functioning of these services in the future? Generally, yes, it is.

Let us remember that the nature of these services prefers that they be created in an evolutionary process - step by step - even, if this would mean operating on a trial-and-error basis.

In the case of "small" parliaments there are many arguments for establishment of a data acquisition and secretarial strategy, based on co-operation with external experts. They might choose to concentrate on maintaining a cadre of external experts, and sharing prepared opinions with all their deputies on a timely basis and in the proper form. The question of preparation of the deputies' amendments to the budget should, in this case, be left to the government side. Small budget analysis teams are close - in their nature - to more typical research services.

Human relations is a very vital issue. Proper cooperation with the governmental budgetary services, secretaries of public finance committees, and legislation services frequently means reconciling quite diverse interests and ambitions. My experience is that in such circumstances interpersonal conflicts come easily, and may effectively hamper realization of any project.

And a final remark: it is undoubtedly easier to set up budgetary services in those parliamentary administrations in which research services have been established as separate units. It is more difficult in the case of the library that has few research services, and most difficult if such services do not exist at all. On the other hand, if the purpose is important enough we should not be limited in our role of creators by existing bureaucratic structures.

The problem of the role of parliamentary services in adoption of the central budget is - without a doubt - extremely important and complicated, especially in those states of the world, which do not have fully developed democracies. It is fundamental to ensure that, when the budget is considered and adopted, the parliament - as the legislative authority - be independent in its opinions and proposals for the government. Another key issue is to provide the parliament with highly qualified specialists, who can support the lawmakers - competently and independently - in the performance of their role as demanding partners in governing the nation.

This is extremely difficult, as, quite frequently, it is not only a matter of creating an institution from scratch, but it is accompanied by lack of any substantial tradition of the proper functioning of public institutions in a system of tripartite division of power, as well as poorly developed political and legal cultures. Still, it is worthwhile to try, and efforts should be made in this respect -- for the development and strengthening of parliamentary democracy depends largely on whether, and to what extent, the parliament will really influence the shaping of financial policy of the state, and whether or not it will find effective ways and tools for exercising control over executive authorities.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 157-077-E
Division Number: I
Professional Group: Library and Research Services for Parliaments
Joint Meeting with: -
Meeting Number: 77
Simultaneous Interpretation: -

Parliamentary democracies get the information services they deserve

Janet Seaton
Head of Research and Information Services
Scottish Parliament

Thank you Presiding Officer.

I'd like to welcome my national and international colleagues who have the privilege, as I do, of working for a representative institution. Whether your members are elected or appointed, they all have the same job – to speak and act on behalf of others in the interests of the whole community. Our job is to help them to do their job as well as they can – discussing the issues of the day, dealing with the problems people have brought to them, and examining proposals for new laws.

Devolution in the United Kingdom was designed to bring decision-making closer to the people, in those parts of the country that felt they had a distinctive identity. Scotland, Wales and Northern Ireland all wanted more local control and accountability on issues such as health, education and agriculture. The Labour Government that came to power in 1997 achieved this by securing the passing of Acts in the Westminster Parliament to allow some powers to be devolved to three newly established representative bodies. Each of these bodies has a different set of powers and responsibilities, intended to answer the particular needs of the community it serves.

Scotland had already had its own Parliament, until about three hundred years ago, when it agreed to unite with England in a new state of Great Britain, under the Parliament at Westminster. It was a controversial decision at the time, and there has always been pressure to restore a measure of independence from Westminster. This came to a head in the 1990s, after a long period when the vast majority of representatives that Scotland sent to the Westminster Parliament were always on the opposition side, rather than the government side.

During that time a consensus had been formed within Scotland about what a new Parliament should be like and how it should work.

A ministerial advisory committee called the Consultative Steering Group translated this consensus into a detailed blueprint. The report of this group has had a profound influence on the shape and development of the Scottish Parliament.

It spelled out four guiding principles for the Parliament:

1. sharing the power – the Scottish Parliament should embody and reflect the sharing of power between the people of Scotland, the legislators and the Scottish Executive

2. accountability – the Scottish Executive should be accountable to the Scottish Parliament, and the Parliament and Executive should be accountable to the people of Scotland

3. access and participation – The Scottish Parliament should be accessible, open, responsive, and develop procedures which make possible a participative approach to the development, considerations and scrutiny of policy and legislation

4. equal opportunities – the Scottish Parliament in its operation and its appointments should recognise the need to promote equal opportunities for all

These key principles are often summarised in the belief that the Parliament should be:-
open, accessible, accountable and participative. These principles have provided a clear and practical vision for the Parliament's role and operation.

This blueprint also included plans for the sort of research and information service that would be needed to support the new legislature. The information strategy stated:

Only well-informed citizens can maximise the opportunities which this presents for individuals and organisations to contribute to the democratic process. Only well-informed Members of the Scottish Parliament can contribute fully to the governance of Scotland.

These have become our objectives.

So, what does all this mean for the Scottish Parliament's research and information service? How have we put these principles into practice?

First, it means that we decided not to call ourselves a library. With all due respect to the fine book-lined rooms and deep leather armchairs of the House of Commons Library, where I worked for many happy years, a brand new parliamentary information service opening in 1999 needed a 21st century image, not a 19th century one. So we called ourselves the Scottish Parliament Information Centre, SPICe for short. Perception is important.

Second, it means that our first priority is to provide research for Committees. In a unicameral Parliament with multi-function committees, this is a heavy responsibility. It means that we not only provide research briefings, we also advise on suitable witnesses and advisers, we suggest lines of questioning, and we commission external research as and when necessary. We aim to provide background briefings for most plenary debates, and we also answer individual enquiries. This remit puts us at the heart of the Parliament's daily business. That's where every research and information service should be.

Third, it means that we are also open, accessible, and accountable. Our research papers are brief, focussed, and in plain language. They are all on the Parliament's website, so that everyone can see the briefings that are available to all Members of Parliament. This opens us to challenge from the public, but our researchers welcome constructive criticism, and are able to judge whether a paper should be revised as a result.

Fourth, and finally, it means that we encourage the people of Scotland to participate in their Parliament. It is not enough to wait for people to ask for information about the Parliament. You have to get them interested. More than that, you have to explain how it works, what it's doing, and why it's relevant to their lives.

I think that the Scottish Parliament's research and information service is a good reflection of the particular culture of parliamentary democracy in Scotland. But if you think that democracy in your country is not as open, accessible, accountable and participative as you think it should be, I want to say this to you:

a strong and independent-minded parliamentary information service can make a difference.

My advice is this:

- get close to your parliament's business
- talk to your members. What are they doing? Where can you add value?
- make your service something they can't do without, not an optional extra
- get information out into the public domain and engage with your communities

We don't simply recycle old information – we create new perspectives, make new connections. By our choices, our judgements, our expertise, we can open eyes, we can open minds, and more than that – we can promote understanding.

Knowledge and understanding are the essential ingredients of an effective and democratic parliament.

Be bold, not bland. Be professional, earn respect both within the Parliament and from those outside. Promote knowledge and understanding, and help your members to serve the people they represent.

Make your information service a player in the democratic process, not a spectator.

Then your Parliament will have the information service it deserves.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 125-077-E
Division Number: I
Professional Group: library and research services for parliaments
Joint Meeting with: -
Meeting Number: 77
Simultaneous Interpretation: -

Effective and responsive needs assessment

Bob Gardner
Ontario Legislative Library, Legislative Assembly of Ontario,
Toronto, Canada

CONTENTS

INTRODUCTION 0
  What is Needs Assessment? 0
  Be Prepared to Act 0
  Start from Strategic Priorities 1
RANGE OF METHODS 1
  1: Capture anecdotal information from Members wherever you find it 3
  2: More proactively, ask for feedback on your services – and make it easy 4
  3: Look for systematic ways to canvass clients 4
  4: Pilot test all new service or product initiatives 5
  5: Look for captive audiences 6
  6: Regularly check in with key stakeholders 6
  7: Do intensive interviews to answer specific questions 7
  8: Be as comprehensive as resources allow 8
CONCLUSIONS: CLIENT INSIGHT INTO ACTION 9

INTRODUCTION

Why bother about client needs assessment research – aren't we in the business of providing direct services? In fact, I think understanding client needs is the essential foundation of good service delivery. We all have broadly similar mandates of providing research and information services to help our Members and legislatures do their work. And we all see ourselves as client driven. This means we need to know what services our clients need and how well the services we are providing actually meet those needs.

Is needs assessment something that only the richer parliaments can afford? Are comprehensive studies and consultants a frill or luxury beyond most of us? While we all have to live within our means, I think there is a wide range of effective needs assessment we can do within limited resources.

Before outlining some of these methods, here are a few starting points:

What is Needs Assessment?

- I think needs assessment has three critical components:
  - a well-thought out strategy to identify what we need to understand about our Members' research and information needs, expectations and preferences;
  - a range of reliable, effective and appropriate methods to find this critical information; and
  - just as importantly, ways of building what we learn into all stages of our strategic planning and service development.
- There are really two separate issues here: **assessing** what services and products Members need, and **evaluating** how well our services are actually meeting those needs. The balance will vary: if we are considering a new service, then we need to assess how strong the need for it is; if we are reviewing established research services, then we need to evaluate what Members think of the services and how effectively we are providing them. In practice, research and feedback from clients can serve both assessment and evaluation purposes.
- Our methods must be:
  - **reliable** – yielding information on our clients that is sound and useful, that we can confidently act on;
  - **effective** – so that we don't have to devote too much of our scarce resources to finding out this information; and
  - **appropriate** – geared to our unique political environments; absolutely confidential and not intrusive on our busy Members.
- I will be emphasizing a wide range or **continuum** of methods. I think we never want to rely entirely on one or a few methods. The real value of such a continuum is as a whole; by researching client needs and use in different ways and getting feedback from different sources, we gradually build up a sounder overall picture. It also allows us to adapt those methods that best suit our resources and situations.

Be Prepared to Act

- We should only do needs assessment research or ask for feedback from Members if we are serious. We have to be prepared to act on what we learn. We may very well be raising their expectations by simply going to them.

- And that means that we have to organize ourselves to be able to feed the knowledge we gain from clients into our service planning.
- I like to think of continuous **planning loops**: research to understand what Members need → which guides our strategic planning and priorities → which guides which services we develop and how → we then evaluate how well the services are working from the clients' point of view + monitor ongoing client feedback → to guide continuous refinement and improvement of the range of services we provide.

Start from Strategic Priorities

- We need to start from our strategic situation → that determines what we need to know
    - for example, if you are going to develop an Intranet, you need to know if your Members have the infrastructure and skills to benefit from electronic products and resources, and to determine which products to develop, you need to know what information they need most;
    - if you are planning to offer research services to committees for the first time, you need to know very concretely how your committees do their work, what their major priorities are (legislative drafting, financial oversight, accountability, policy development, etc.), what analysis they need to support these priorities and activities, what specific services are going to be most valuable to them, etc.;
    - new Research Services face the quite fundamental questions of what info and analysis do their Members need and what research do they provide to meet those needs?
    - on the other hand, in more established services, we think we understand our Members' information needs (however imperfectly). But we still need to check that our understandings are sound, and we need to know how our Members' expectations and practices are changing. Plus, even if we think we understand their needs pretty well, the real challenge is to make sure we are actually meeting those needs. So established institutions may be focussing more on evaluating the services provided than assessing needs.
- What we are also doing is separating out what we absolutely need to know to achieve our strategic priorities from what it would simply be nice to know.

RANGE OF METHODS

Once we have identified the key things about our Members we need to understand better, how do we go about finding out? How can we do effective needs assessment within limited resources?

I am going to outline eight ways of getting critical information on Members' needs, expectations and service use; some of these methods are both cheap and effective. I don't mean this to sound like the kind of simplistic prescriptions we see in business writing (the six characteristics of effective presentations, the four keys to personal financial success ..); rather that these are some options to think about. I'll give a few concrete examples of each; and other colleagues will be able to fill in many more.

None of this is meant as a blueprint: we all have to adapt methods that work in our particular situations.

These various types of needs assessment and service evaluation are set out roughly:

- from less to more rigorous in methodological terms;

Needs Assessment Equation
what you need to know + available resources (all in the context of your particular parliamentary environment) → how you find out

- from less to more costly or resource intensive;
- but not necessarily from least to most effective. I think that effectiveness and reliability comes from pulling together the results of different methods, as well as from effective design and implementation of individual projects.

1: Capture anecdotal information from Members wherever you find it

- We all have a source of information on Members' expectations and service use that is free and easy to find – **talking** to them and their staff. Part of our job as managers is keeping in touch with Members and their staff anyway; all we have to do is record what they are saying.
- A related and easy method is **to tap staff intelligence.** Front-line staff are in constant touch with clients and over time develop a good overall sense of what clients are doing and thinking. For example, my Branch has recently had a series of front-line staff forums on such topics as client and staff use of our Intranet products and client misperceptions about our services. (I used to use a written questionnaire to canvass staff impressions and observations but semi-structured focus group-type settings have yielded far richer information.)
- We might rightly hesitate to rely on such anecdotal information because it is not seen as rigorous or scientific. But I think that systematically collecting and correlating comments, suggestions and other tidbits from clients can be a rich source of insight on how they actually use our services and see us.
- Interpreting and using anecdotal information is a methodological challenge:
    - the main danger is that the people you are hearing from are not representative of all your Members – especially if they are your most frequent users;
    - so we need to also find ways to hear from Members that don't use us as much. A strategic priority may be to find out why and to correct any problems or barriers. This can be done through the various interviews and other means outlined later;
    - another danger is that anecdotal input is by its nature partial – only on the issue the client is interested in at the time as opposed to our overall range of services;
    - we also don't want to over-react to every good idea or suggestion from individual Members – we are really interested in understanding patterns and seeing trends;
- We certainly have to be aware of the methodological limits of what we hear from Members, but that does not mean that the information is not useful:

  - one major advantage of open-ended conversations with clients is that they may tell us things we didn't know that we didn't know, or don't want to hear, or never would have imagined for ourselves;
  - so, listening to Members can be a source of tremendously rich insight on how they perceive our services, but it is only one source among many and we do need to test these insights against more rigorous methods.

2: More proactively, ask for feedback on your services – and make it easy

- Our friends at Parliamentary Research in Ottawa include short **response forms** in every project they send out to Members. The response rate is a very good 45-50% and the results provide an ongoing indicator of overall satisfaction and many specific comments.
- My Library has **feedback buttons** all over our Intranet site and on specific electronic products. We occasionally put short questionnaires up: e.g. are clients using a new search engine we put on a Bills product? are they finding it useful? any suggestions for better presentation? The response rate has not been high, we think because clients are so busy and want to use the electronic products quickly and get out again.
- Many parliamentary libraries have comments, complaints or **suggestion boxes**.
- I personally think that having these feedback opportunities widely available is important even if there is not a high response rate and they do not yield that much useful information. We can constantly emphasize to clients that we are really interested in hearing from them, especially on gaps they see in our services and any suggestions for improvements.
- Hearing from lots of different clients in these many ways – even if still anecdotal and unstructured – can reveal consistent patterns over time. But to identify these patterns we need some **systematic tools and processes**:
  - we need to record the feedback we get from clients and our observations on clients in an organized way;
  - we then need to analyze these many bits of information to spot patterns and connections
  - this collection and correlation can be much easier if you set up a **database**, which can also link to results of more structured research methods to be discussed next. Australia has a 'bouquets and brickbats' database;
  - but if that isn't possible, we can all make notes, review them regularly (which, of course, is also the trick with a database – the most sophisticated databases are useless if we don't review the results), make reporting feedback from Members a routine part of our staff meetings (when my branch has a go-round of current client questions, I want to hear not just what the questions were, but what the clients said about how the project worked out).

3: Look for systematic ways to canvass clients

- To get beyond the methodological limitations of anecdotal information, we need to conduct more systematic research with clients.
- My Library has developed an example of small-scale structured interviews; what we call **contact point** research. We wanted to take advantage of the place where we most often interact with clients – when they call in questions to our phone reference desk.
  - after the client makes their request, we ask them if they can spare us a minute. We then pose one or two simple and structured questions (we have a supply of question sheets at the reference desk and the librarians simply record the responses on the sheet).

  - most clients were happy to answer the few questions. Those who were too busy didn't seem to resent being asked and often said they would answer next time they called.

- This can be an easy and non-intrusive way of getting a significant number of responses fairly quickly from a reasonable sample of users (which remember, may not be the same as all Members). For example, we have used this method to estimate use of our Intranet site and products. By repeating the same process every few years, we can identify trends. We also record impromptu remarks and have gathered quite a number of useful suggestions for product improvements.

- This is a method that could be adapted by any service, even those with very few resources. But not for complex issues: because we are using a busy service point and busy front-line staff, we can ask only a few straight-forward questions.

- There is another source of systematic information that we all keep – **service statistics**. Stats are good ways of spotting trends in demand for services (if particular Members stopped using our services, we would want to explore why), for measuring client activity in more quantitative areas such as hits on Intranet products (if one product was used 50 X more than another), and for helping us determine where to concentrate our efforts.

  - There is a danger in collecting stats on everything we do or just because we always have. Stats are only as good as the planning that goes into deciding what to collect and for what purposes. We only want those stats that help us plan and monitor service delivery. And we don't want to have to put huge amounts of time into collecting them.

  - Where they can be very useful is as part of strategic planning: we identify our top priorities for the next few years, devise indicators to show how successful we are, develop stats to measure these indicators, and use them to evaluate how well we are doing against our priorities.

4: Pilot test all new service or product initiatives

- **Pilot testing** can be a cost-effective method of yielding actionable information, is absolutely essential to service planning and development, and can also be done on a small scale.

- Whenever we are considering or implementing a new service we need to know: Is the new service going to be of value to clients? More specifically, is it going to be valuable enough to justify our allocating staff and other resources? Once rolled out, are Members using the new service the way we anticipated? Are there changes we need to make to the pilot version of the services to better meet client needs?

- We can go to clients to assess if there is a gap in our services which the potential new service is intended to fill. But the main danger of simply asking clients about a new service is that they are likely to say yes uncritically, especially if it is something entirely new that they find hard to visualize;

  - one technique is to present clients with a prototype of the potential new service and ask them if and how they would use it;

  - another is to pose our usual service dilemma to them starkly: " all right, you will use this new service X, but to do X what should we drop – Y or Z?"

- An electronic variant is **usability research**. This involves sitting clients down in front of a computer and watching them actually use our site and products (e.g. we ask them to find certain information and observe how they go about it, or how they move about within the structure of a particular product). This shows us how clients actually use the products, as opposed to how we thought (or hoped) they would in our planning. It is absolutely crucial to fine-tuning our site and product design and making sure that the products really are useful to clients. This methodology requires quite small samples and sessions of less than an hour, so doing usability research need not involve a huge investment in time. I think it should be an essential part of any development of electronic products.

- We can also follow-up new service initiatives. For example, my Library has been providing more value-added services from our librarians: rather than just a package of key articles and reports, a memo synthesizing the material; rather than copied pages of financial data from various years, a table highlighting the key trends; rather than a list of Internet resources, a memo sent electronically so that the links are hot and the client just has to click to get to them. We will be calling a sample of Members' offices who have received such projects to ask how useful the value-added features were to them. In other words, we think these enhancements make sense, but we need to see how valuable they are in the clients' own terms, how well their particular purposes are met.
- All of this requires us to be hard-headed as managers. We have to be prepared to cancel what we thought (or hoped) were going to be good initiatives if they aren't being used by clients or aren't seen as valuable enough to justify the resources put into them.

5: Look for captive audiences

- By this I mean people who are around the legislature and easy to interview, and who are either major users themselves or know about Members' use. To be blunt, these are people who feel obliged to help the Library out.
- Ontario, like other parliaments, has an **interns** program in which recent graduates work in the Assembly for a year to experience the legislative environment and enhance their skills. We interview them every spring, with a mixture of general questions to help us understand Members' overall use of Library services, and more focussed questions on specific issues we may be considering at the time. The interns have several critical advantages as a source of information: they alternate a term with a government and a term with an opposition Member, so that the 8 interns can tell us about 16 client offices; they do significant policy and legislative work in these offices, which we are particularly interested in; they are themselves sophisticated information and research users (partially because we train them), so they are good examples of more high-end users, especially of electronic products; and because we have now interviewed them for five years, they have become an invaluable source for historical comparison. It is also fairly easy to impose on them because one of our Research Officers co-ordinates the program.
- Speakers, Clerks or public relations offices in our legislatures often ask for background papers for Members attending parliamentary or other conferences, on jurisdictions Members are visiting, on the home countries of visiting delegations, or on other legislative issues. We can ask the colleague who co-ordinated the conference or visit how the papers worked out.

6: Regularly check in with key stakeholders

- I **interview committee chairs** at least once in the life of each parliament. My goal is to ensure they are happy with the services we provide them and to see if there is anything they would like to change or improve. I always take the opportunity to ask them what they think of Library research and information services and for their general suggestions for enhancements; adding to our overall picture from another 15 or so key Members.
- In our Assembly each party has its own research staff. I tend to meet with their heads each summer in the quieter period between sessions. As with the interns, the **caucus researchers** have worked very closely with the Library over the years and it is in their interests to let us know what they need. As with the Committee chairs, I want to check that our services are meeting their

particular needs – generally very demanding, with tight deadlines, and intensive use of subscription databases and other electronic resources. They are also a good general source on how Members from their caucus are using Library services and have had good ideas over the years for service improvements.

- **Exit interviews** with experienced staff. A methodological problem with any interviews is that if you are seen as nice and responsive (and all researchers are!), then clients sometimes may not want to hurt your feelings by seeming to complain. An advantage here is that people leaving can sometimes be more frank.

7: Do intensive interviews to answer specific questions

- One critical means of more systematic research which can yield extremely valuable results is personal interviews. To be effective, we have to consider a sample that is large enough and balanced enough (this will vary for our different parliaments, but generally includes by party, region, experience, offices held within the government or legislature, etc.) and with a question framework that will yield reliable responses. Interviews can be informal or more structured, use fixed questions or be more open-ended, and can focus on specific issues or be designed to yield broader information on clients' overall service use, expectations and perceptions.
- Interviews with a reasonable sample and tightly focussed questions can be used to answer specific operational or planning questions. These can be short – 20 minutes or so – and can be done over the phone if we can't pin busy Members down.
- One example we did several years ago involved newly elected Members. An election was expected within the year and we were beginning to plan our client relations campaign to the new House. We wanted to know what kinds of information and orientation rookie Members needed. We interviewed a sample of Members first elected to the current parliament about their experience when they arrived. This yielded practical and rich info which we used to guide our planning for the next cohort of new Members; for example, they said the first few weeks were incredibly hectic, they were bombarded with paper, and suffered from information overload; so we concentrated more on personal visits *after* they were settled into their offices.
- Sometimes the research is, in effect, commissioned by other branches or units within the Library. For example, colleagues in our Information Resources branch were considering enhancing our electronic press clippings. Did Members want more newspapers included or to have the database go back more than the current year; either or both would require increased licensing costs. We interviewed a sample of Members and staff and found that while both options would be nice, they did not value them that highly. We decided not to enhance the database in these directions and saved a considerable amount that was allocated to other resources. In these ways, client research can be used as a key decision-making tool by managers throughout the Library.
- I haven't been mentioning the traditional written questionnaire. Probably most of our libraries have mailed out a standardized and mostly quantitative set of questions in which clients are asked to tick off pre-determined choices or rate services on a scale. I actually don't think such highly structured surveys yield the nuanced information we need.
    - But written fixed choice questionnaires can be useful for specifically focussed issues. For example, we use short questions at the end of client training sessions to evaluate how useful the training was and identify further areas clients want covered.
    - Short questionnaires can also be a useful starting point in sunset reviews of services. We have recently sent questionnaires out with a paper status of legislation product. We want to discontinue the print version because we have a far richer electronic product on the Intranet and it takes considerable redundant time to produce, copy and distribute, time we

would like to re-allocate to other services. We gave Members several yes/no choices on discontinuing and asked them to write in any specific things they like about the print product or reasons why we shouldn't scrap it. We are getting enough responses favouring the paper product that we may have to keep it. But we may change it to a subscription service (at the moment it goes to all Members automatically) to save production resources.

- This type of research highlights that when we ask clients for specific advice and direction, we had better be prepared to respond to what they say (sometimes even when we aren't doing everything clients wanted).
- We also want to use such specifically focussed research to build up our bigger picture of Members' needs, information use and expectations. In the case above of investigating preferences for electronic press services, we were also able to obtain useful information on how clients were using our Intranet and other electronic resources more generally. In fact, it is valuable to end even very focussed interviews by asking Members and their staff if they have any overall comments, especially any suggestions on new services or things we should be doing differently.

8: Be as comprehensive as resources allow

- At the most intensive end of the continuum of assessment methods, a comprehensive set of **in-depth interviews with a broadly representative sample** of Members and their staff can be tremendously useful. It will yield more nuanced and reliable information than smaller-scale projects. It can serve as a benchmark on changing client use and expectations, and as a standard against which we measure our own performance. A great deal of research and literature has been developed on public sector service quality research that can help us plan such projects.
- We like to do a series of such interviews in the mid to late period of each Parliament.
- This is the time to get in outside consultants if you can – highlighting another methodological issue. It is not appropriate for managers responsible for particular services to be evaluating how well they are being delivered; clients will not perceive them as objective and may not be frank with them. External consultants may also have interviewing and analytical skills that you don't have in-house.
- There is another methodological – or rather interpretive – issue that even the most sophisticated research must take into account. We can get reliable information on what Members and their staff want; that is, what they think they need. But that is not always the same as what they actually need. We are the research and information professionals, and part of the key value we add is in interpreting their requests and preferences, and using our expertise to help them understand what are the best research tools and strategies to serve their purposes.
- Not everyone is going to be able to afford the extensive projects our Australian colleagues undertake. But your interviews can be geared to the resources you have; even a week of a consultant's time to do 20 or so client interviews can be an investment that will yield tremendously valuable information. Another option is to have a trained Library staffer do the interviews, as long as they are not involved in direct service provision.

CONCLUSIONS: CLIENT INSIGHT INTO ACTION

What do we need to be able to do all this?

- First of all, a **strategy**: it is wasteful and ineffective – let alone irritating to busy Members – to have all kinds of people all over the Library launching their own client needs research. All needs assessment projects have to be well-focussed and co-ordinated.
    - Part of the strategy is also communications to Members. It is always useful to follow-up with the participants in projects to tell them what overall results were found and what we are going to do about it. Every time we follow-up in this way, we are reinforcing the theme that we do listen and respond to clients.
    - More generally, if you have a regular communications vehicle to Members, it is worth keeping them up to date on projects, findings and action taken in response.
- We also need the requisite research **skills**. They are not that arcane; many researchers or managers with social science training will have studied or conducted such research. External training can also be a good investment.
- Returning to the beginning, we need **the commitment to act** on the knowledge we gain about our clients' needs, expectations and use patterns, and actually build that into our service planning and delivery.
- And finally, we need processes and structures to **translate the knowledge** we gain on clients into sound strategic and operational planning. Key facets of this are:
    - A team or responsible manager to co-ordinate and implement the various needs assessment projects. My Library has a cross-branch Client Relations Team to play this strategic and co-ordinating role. It also acts as the forum for prioritizing and dovetailing the various issues that could be investigated and as a clearing house where managers or staff can bring issues and ideas they think should be addressed.
    - We also have a designated co-ordinator to keep track of the various projects and conduct a good number of them directly; these are part-time responsibilities combined with other parts of a person's job.
    - We need clear and consistent planning loops to feed the knowledge gained to the managers or planning forums who need to know (plus expectations that all managers will respond to results relevant to their spheres).
    - We also need an appropriate use policy: even using just a few of these methods, plus keeping service stats, you will end up collecting a great deal of personal information on clients' service use and opinions. Confidentiality is one of our core values, and must be absolutely guaranteed. But we also have to analyze the purposes for which we can use the information we collect, who should see what level of detail on client research and feedback, how long we keep the info, etc.

We can be modest in our own expectations. We never get to make our strategic and operational decisions with all the information we would like. And we are never going to understand everything about our Members; they are too unpredictable and their environment changes too fast for that. But the more information we have on Members' expectations, preferences, service use and satisfaction, the better we will be able to plan and refine our services to best meet their needs.

Deciding which methods to use is never an all-or-nothing proposition. If we don't have the resources for comprehensive and systematic interviews, it doesn't mean we do nothing. We can use the most effective methods possible at the time and within our resources. We save up those issues that are best handled in a comprehensive survey and we work away at issues that can be effectively done with small projects.

We can also be flexible; adapting those methods that work best in our particular environment. And if a method didn't work too well, then we can try another. I have emphasized seeing these different methods – and many others that other libraries have used – as a **broad continuum** from which we can draw the best methods to suit the situation.

By seeing these methods as a continuum we can also think about how to effectively use them together:

- these different methods can be used to test each other:
    - We may see a pattern in what we are hearing informally from Member's staff and want to assess its validity with more systematic methods. For example, in our internal forums many front-line staff had heard clients say something along the lines of "we're sorry to bother you .. we know you are so busy." We are busy, of course, but we never want clients to be discouraged from calling. We will test to see how widespread and significant this perception is in a series of qualitative interviews in the fall.
    - Do hit stats on Intranet products confirm what staff are hearing on which products clients use the most? Are both of these sources consistent with what we hear directly from clients in interviews or contact-point research? These different sources did show the same broad patterns, and this helped us prioritize which products to enhance.
    - It is prudent to worry about the methodological rigour of individual projects, and we must be cautious about interpreting the results. But reliability and insight come not just from designing individual projects well, but from using a wide range of solid methods and investigating particular issues from several angles, all to build up a comprehensive overall picture of clients' research and information needs.
- the real challenge – and the real value – is in analyzing the results from all the various methods and projects as a whole, taking account of each's methodological limitations and specific focus, but looking for common patterns and insights. I think we build up our understanding of Members' needs through a continual process of learning about them in different ways, and testing and re-testing our findings and conclusions.

Finally, to return again to the point about acting on whatever needs assessment we do: one of our scarcest resources is management 'thinking time'. We need to somehow build in the time to reflect on the results and incorporate them into our planning and service delivery. Making effective use of what we have learned is the whole point.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 158-077-E
Division Number: I
Professional Group: Library and Research Services for Parliaments
Joint Meeting with: -
Meeting Number: 77
Simultaneous Interpretation: -

Discussion paper

John Power
Head of Research and Library Services
Northern Ireland Assembly

Without apology, I'll start by saying that I'm not going to speak of the theoretical issues that may have global significance that this motion could query. Instead, I'll speak of what I do know something about – and that is the Northern Ireland experience.

What an international gathering such as this clearly communicates is that, "one size does not fit all". Nonetheless, in speaking of Northern Ireland, there may be parts of what I say that have a general relevance – if not, provide some food for thought.

The title of this motion is highly loaded and one is tempted to commit that dreadful sin of a parliamentary servant to offer a political opinion.

This motion and the question it poses tempts one to ask, "what do our politicians deserve?"

Answering such a question IS to risk expressing a political opinion – something traditional and wise public servants are loath to do. The question however is fundamentally political and to avoid the politics avoids the question that deserves an answer.

In any event – I'm not a parliamentary servant long enough to entitle myself the description of being "traditional" – and – I'm far too young to describe myself as "wise". So – I'll be foolhardy and express my "opinion" on this matter.

The media image of Northern Irish politics presents a fertile ground to describe our politicians as:

Sectarian

Bigoted

Ignorant

Locked in some bitter historic hatred

I could go on – but – I won't; because it's wrong and wrong for several reasons:

Wrong in that the media reporting of the Northern Ireland Assembly or its politics has typically been superficial, often inaccurate and lazy – reaching for stereotypes of their own creation.

Little in depth investigative professional journalism has been evident in some media reporting of the work of the Assembly. In part, that is our own fault as a new organisation struggles to exist and meet the modern expectations of open government.

But, still, four years after the Good Friday Agreement and three years after the establishment of the Assembly, the media can persist in failing to understand or report the difference between the Assembly and the Executive.

Let me give you an example:

Only a few months ago our Public Accounts Committee identified and exposed less than effective management in specific areas of public expenditure. The problem had existed through the long period when Northern Ireland was governed under what has been called "Direct Rule" – where ministers from Westminster flew in – and out – and the civil service appeared the most obvious instrument of governance. So – the Public Accounts Committee's findings brought real evidence of the benefits of devolution to the fore. Such evidence is what the politicians (whether in favour of all aspects of the Agreement or not) had taken the risk to invest in.

I returned home that evening, turned on the television to watch the news and saw the major news item being described under the heading of "the Assembly found guilty of wasting x-million pounds of public money"!

Politicians' disappointment – is easily understood.

However, blaming the media can appear like a cheap shot. The Assembly does not have a Press Officer charged with taking a leading proactive role with the press.

The Information Office of the Assembly is embryonic and – though in the process of development – it is envisaged to develop information about the Assembly and to compile educational material.

Whether the majority of politicians in favour of the Agreement have received the information service they deserve is a moot point. Erroneous and/or negative reporting of the Assembly can result in destabilising the institution established by the Good Friday Agreement.

But – is this the Parliamentary Democracy?

At this point I should halt for a moment to explain the political context that suggests so-called professional claims of political impartiality or possessing outstanding professional expertise can appear pejorative and an expression to politicians of "I know better than you".

1997 saw political change in Northern Ireland that few predicted. At that time the everyday coping with the impacts of terrorism seemed a long-term political reality of life in Northern Ireland. None of my academic colleagues at that time predicted the progress politicians made through the Agreement reached on Good Friday in 1998.

If nothing else – it presented hard evidence of the need for some sense of humility on the part of professional, scientific "experts". It's a lesson not lost on me – though one I need remind myself of.

The Agreement was not universally endorsed – but achieved the support of the majority of both communities. For all it was a massive compromise. The very principles and understandings of "right" and "wrong" were severely challenged through the release of "political prisoners" that others thought "terrorists". For others, their hopes and visions for the future appeared compromised.

These anxieties have not gone away. To put the personal felt tragedies in context it would take an American to think how likely that they themselves, a close relative or friend of theirs could be on plane over Lockerbie that came down once a fortnight over a period of 30 years.

This context is crucially relevant to the quality of information services the political institution and its politicians deserve. The private sadness of many, the relief of not worrying about your family is quietly expressed – since these do not describe something special. It is commonly felt.

In a political context it finds clearest expression. It needs expression. There is distrust, there is hatred and there are visions for successful democratic governance for Northern Ireland.

It was the politicians' own decision to establish a professional non-partisan research and library service available to all. We in that service are charged with the duty of delivering that service.

As head of that service I didn't arrive with tablets of stone to describe how this can be achieved. We have made mistakes – and it's important that we learn from them – AND listen to our customers.

We have also had successes and are a much valued service – valued by politicians across the political spectrum. Understanding their needs is a constant process of learning – and this should always be the case.

What we try do not do is offend our politicians' intelligence – or worse – their vision – by providing a steered or partisan service. If there is unanimity at all among Northern Irish politicians it is that they understand that the Research and Library Service will maintain their confidentiality while providing a non-partisan service.

The staff of the Research and Library Service are also important to service delivery. Again – here the political context is unavoidable. Janet will remember her role in helping appoint the first 16 researchers to the Assembly some two years ago. In comparable services we could have expected an annual 30% turnover in staff. In an Assembly that has faced a very uncertain future one could expect still higher turnover.

Of those 16 first appointed, 15 remain. A similar pattern exists among library staff. Recently more staff have been recruited and it is important to acknowledge that the Assembly has been sympathetic to supporting the staffing requirements of the service.

The retention of staff has helped improve service quality.

So too – it is important to acknowledge that the commitment of staff to deliver is palpable – it is more than a job. It is political.

The provision of a non-partisan service is a crucial component to building the bridge between two deeply opposed views that is required to achieve the good devolved governance of Northern Ireland.

Since I left the Assembly on Saturday morning to come here the political soundings appeared ominous. Opinion polls of Northern Ireland's electorate measure an increased polarisation that may bode ill for an imminent election.

The coming year, perhaps the coming weeks could move us in to a more uncertain future than we have yet faced. I can't say that we will be here next year. Yet – researchers and librarians are aware of this uncertainty but remain focussed on delivering that impartial professional service that our politicians asked us to deliver.

On once asking a researcher how she coped with such career uncertainty I received a simple reply. She told me, "I think things will work out – it'd be crazy to go back, but if that happens and I'm asked 'what did you do?' I can say I was here."

The Research and Library Service is not perfect, but is customer focussed and open-minded enough to learn – both attributes are central to our impartial delivery.

So – yes – I can answer the question that this motion poses – I believe the Assembly does receive the information service it deserves.

In that the Research & Library Service and the Assembly's Information Service are in a state of development – and are informed by errors in the past – so too is our Parliamentary Democracy.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**163-077-E**
Division Number:	**I**
Professional Group:	**Library and Research Services for Parliaments**
Joint Meeting with:	-
Meeting Number:	77
Simultaneous Interpretation:	-

John Grimes
Committee Clerk, National Assembly for Wales

Perhaps in contrast to John Power, I will start with an apology. I feel quite humbled being amongst so many people from library services. I am but a mere Committee Clerk from the Economic Development Committee of the National Assembly, and I'll perhaps talk slightly from that perspective, and perhaps as a good Civil Servant offer a disclaimer that what I am offering are my own personal views rather than necessarily those of the National Assembly for Wales.

The National Assembly was founded on the basis of it being a modern democracy based on openness and inclusivity. The intention was to get away from the old adversarial style of Westminster, away from practices which wasted people's time and energy, being at each other's throats, and to get to work together for the common good of the people of Wales. It was to involve the public, the voters, the people of Wales in decisions that affect them, and for that reason the legislation that underlies the National Assembly for Wales is quite different from that for Scotland and Northern Ireland. It establishes the Assembly as a corporate body. Obviously, though, there are similarities, and the Assembly recognised very early the importance of information for Members to be able to do their jobs, and so systems to deliver this were needed.

First and foremost we are based almost entirely on electronic systems for the transmission of information. We have an internal Intranet which provides background information, general briefings and other information for Members and staff throughout the system. It is a system that serves the whole of the Assembly: both the Assembly Government and the Presiding Officer, the Parliamentary side of the Assembly. It holds all papers and supporting information for Assembly plenary sessions, and the Committee sessions, which are held in public. It's also available in constituencies and indeed in the Chamber for Members during plenary sessions. Alongside this all the proceedings of the Assembly, all the formal committee meetings and the plenary sessions are broadcast. We also have an external website, which makes available as much information as possible to the public throughout Wales, throughout Britain, throughout the world. We use email as the main means of transmitting information between our libraries, between Members and sources. We shall talk about papers (and that's a touch of 'old world' there), but whether you have your papers on paper is a matter for the individual. The main means of communication is by email and as I said before, even into the Assembly Chamber. Members can receive lobbying during plenary debates if people are so minded and indeed they can be watching the debate on television and be lobbying their Member at the same time.

Alongside this we have a library service to provide support through research services for Members. I shall come back to that in a moment. Also like many democracies there are formal mechanisms for seeking information through Assembly questions and correspondence with Assembly Ministers, but it was the intention that Members should only need to use these mechanisms when they wish to attract publicity or to have a clear statement of policy on the record. The aim is that the culture of the Assembly should encourage a free flow of information between the Executive and Assembly Members and that formal mechanisms would not be needed simply to acquire factual information. And at the heart of this, of course, is the library. It was intended that this should be the principal means for Assembly Members obtaining information and it would have access to a pool of information sources to deliver this service. First and foremost it would be the main library for the Assembly; the library for the Welsh Government, and its paper and online holdings, would be on the Assembly Intranet. The library could also contact Executive Officials of the Assembly for information and act as a link between Assembly Members and Officials. And it has direct access to resources of other parliamentary libraries, the National Library of Wales, and it is developing wider links. Ultimately the aim was that we should have a common basis of information for the whole Assembly. But, of course there are restrictions. Inevitably Government cannot release all information, there will be commercial information, personal information that it needs to hold in confidence, and so there are safeguards for that kind of information.

So what has happened? Are we a modern Assembly? Well yes, I think we are. We have electronic systems that transmit information rapidly between Members, Officials and the public. As an observation maybe Members and Officials need to know how to use it a little better. Maybe there is too much paper being generated in this paperless office that we have, and perhaps the classic dilemma of all electronic systems is finding the stuff. You can put it on the system but do you know where to find it? Not everybody, Members and Officials alike, understands the IT. Is it open? Yes. Information clearly is published, although maybe we could be better at organising it. Maybe we could be quicker getting things out. But I think what is interesting is the way that is fundamentally changing the way that government is done in Wales. It's going to take time, but attitudes are quite different from the way they were before in the days of the old Welsh Office.

Are we an inclusive Assembly? I think this is the area where it's proved much harder to reconcile the information systems. Politicians, despite noble aspirations, are beginning to make an inclusive Assembly to work together for the common good. Politicians are also under a remit to scrutinise each other, but the elected Members scrutinise the Government, and I think one of the difficulties is trying to reconcile those two aspects of the politicians' role. The way we are developing at the moment is to look to develop better information systems for Committees. Perhaps not so much the fundamental information that goes into it - I think we'd like to remain with the common source of information - but to develop the research and analytical services. It could be argued that this is a failure of the inclusivity principle, but I think, it is probably not. I think it recognises that as you try and be more open, as you try and be more constructive and productive in the way you do things, then there is need to look more widely and differently at the information you have available. It goes wider than simply sharing the base of information that underlies your system. Who knows? It is early days. The UK Parliament has hundreds of years behind it, we have three, so let's see how it goes.

The motion says parliamentary democracies get the information services they deserve. I think as a Civil Servant I am inclined to say, well of course they do. It is our job to deliver them as they requested. But in the changing world I think it's very difficult to know precisely what information services parliamentary democracies do deserve. Thank you.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 086-077-E
Division Number: I
Professional Group: Library and Research Services for Parliaments
Joint Meeting with: -
Meeting Number: 77
Simultaneous Interpretation: -

Working with committees: why do it and how to start

Hugh Finsten
Parliamentary Research Branch
Library of Parliament
Ottawa, Canada

A LITTLE BACKGROUND

Work for parliamentary committees has been a function of the Canadian Library of Parliament since the early days of its Research Branch. In fact, its first Director was hired in 1965 to assist the Procedures and Organization Committee. In those early days, committees had limited authority and did not often engage in substantive policy studies.

The Research Branch was an obvious source of professional assistance when ten special committees were created in 1980 to conduct in-depth studies of various policy issues. But there were other sources as well. Of course the Library had a competitive advantage given we were immediately available, had subject expertise, were familiar with the work of Parliament, and did not charge for our services. On the other hand, the competitive advantage of outside consultants was that they charged for their services. (The theory being that a service you have to pay for must be better than one that you don't.) Moreover, at that time the Branch had a young staff and was competing with experienced consultants. These special committee studies had a team of professionals assisting them, one member of which was often appointed the team leader to whom the others would report. Our staff would participate on the team and in some cases act as the team leader. Committees in these days were staffed either by the Library alone, by the Library working with outside consultants or by outside consultants alone.

This early experience with committees established a strong base for the Research Branch in its future work assisting committees. It allowed our staff to develop experience and knowledge in the fields of expertise required by parliamentary committees and for Parliamentarians to get to know our staff. Many of our staff from those years have remained with the Branch giving us an excellent mix of experienced specialists and newer recruits.

As a result, today we provide subject matter specialists to almost every parliamentary committee in the two Houses of Parliament. We have a core group of experienced professionals in each main subject field. It has even come to the point where we recommend hiring outside specialists for specific studies in order to complement the expertise of our staff. We often propose who should be hired and provide them with office space and support staff and integrate them with our staff serving the committee.

In 1974 our Branch assisted nine standing and special committees. Currently, we are assisting 29 standing committees, an additional 12 subcommittees and 3 special committees – a total of 44 committees in the two Houses. Almost all Branch staff are assigned to one or more committees on an ongoing basis. They serve committees either individually or in multidisciplinary teams of two or three. At the same time, they also handle individual requests from Members and parliamentary associations and contribute to the publications program. We offer a team of 70 specialists upon which committees can draw different individuals as their needs change.

WHY DO IT? THE BENEFITS OF COMMITTEE WORK

Much of the **important work of Parliament** flows through committees. Committees are a key area in getting the work of Parliament done. This is where the action is – policy development, in-depth issue studies, departmental oversight, review of government spending, legislative work. This is where parliamentary research services want to be.

It is a **key area of expansion** for parliamentary research units. Committee work started slowly in Canada but it has expanded considerably. It is a **natural extension** of the policy and other work parliamentary research services do for legislators. Parliamentary research services have the **trained and knowledgeable staff** to offer this type of service

It is among the **most challenging work** the Branch does – suggesting areas to study; preparing background documents and issues and options papers; recommending witnesses; briefing committee members on the issues; preparing notes for meetings including questions for members to ask; in some cases, asking questions of witnesses. And, most important, drafting reports of committees on policy and legislative issues that can change, influence or at least make an important contribution to the debate.

It significantly increases **the visibility of the service** because it provides the **opportunity to work closely with Parliamentarians.** Your staff are your product. Members get to know staff through personal contact on committees. With Members able to hire more of their own staff, research services tend to work more often with Members' staff than the Members themselves. On committees, you work directly with Members.

Committee work **increases the knowledge, capabilities and experiences** of staff. They are able to use and expand their expertise in policy areas. And there is a **spillover effect** -- the knowledge and skills staff gain on committees is used in their other work for Parliament – for Members, associations and publications -- and vice versa.

Committee work is important in **attracting and retaining your best staff** because they continue to be challenged by the work. Staff have considerable autonomy working for committees, taking their instructions from the chairperson. And they appreciate it.

It improves assistance to Parliament if no committee assistance yet exists. Good research greatly improves committees and their role in Parliament. Investing in research can be most productive in terms of improving committee and legislative capacities.

Cost efficiency. One multi-purpose, centralized service providing research to a variety of clients – individual legislators, committees, parliamentary associations -- can be less expensive than separate services for each of these different areas of work.

Institutional Memory. Parliamentary staff retain the knowledge of the institution over time. This is important in all work for Parliament but especially in committee work where there is considerable turnover in membership and Members rely on staff for this knowledge.

If you don't do it, someone else will (or already is) – and they could send work to the research service. So your research staff will work indirectly for the committees (through the committee staff) yet lack the visibility and importance of directly assisting them.

SOME OPTIONS IN PROVIDING COMMITTEE ASSISTANCE

The following are some possible options to be considered with regard to the level of assistance that can be offered to committees based on availability of resources.

1) **Ad Hoc Assistance**. In this option, the service responds to requests from committees for research in the same manner as a request from an individual Member. There is no formal assignment of staff to the committee. Staff may prepare background and issue and options papers, witness lists or respond to any other research request from a committee. This option may limit the amount of resources required but it does not provide the type of ongoing assistance committees need nor the full benefits to the research service of working on committees.

2) **Secondments**. A subject matter specialist is assigned exclusively to work for a committee for a specific study. The person acts like other consultants or ongoing staff hired by a committee for a specific period of time. They may be the sole staff of the committee or part of a team assisting it. During the secondment period, the person is dedicated to the committee and would not work on other assignments from the research service. This gives control to management over its resources by limiting the number of staff from the research service that are working for committees at any one time. On the other hand, you lose the services of those staff during the secondment periods. Another consideration is that studies often take longer than expected, extensions of time are often the rule. This makes planning of resources more difficult.

3) **Ongoing assistance**. This is the full service option followed in Ottawa providing committees with the range of research assistance they require. An individual researcher or a multidisciplinary team is assigned to a committee. For example, in our Parliament, a criminologist and two lawyers work for the Justice Committee; an economist, a lawyer and a scientist assist the Industry Committee; specialists in health policy, economics and medicine assist the Health Committee. Staff assigned to committees continue to respond to requests from individual members and other clients as well as prepare publications as time permits. Assignments are juggled to ensure all deadlines are met; other staff assist as required.

4) **Outside Contractors.** The service hires outside specialists to assist committees either distinct from other Branch services or in conjunction with assistance provided by the Branch. In the case of Canada, we make use of outside specialists for committee work to complement our own staff. This adds experience and a specialized perspective that committees require in a major study. The Branch has also arranged for secondments of experts from government departments. This

approach works best when the consultants are integrated with the research team so that the knowledge and experience they bring to the process complements the knowledge and expertise of the staff who work in the parliamentary environment on the particular policy issue. It also reduces the resources the service must directly provide committees.

ISSUES TO CONSIDER

Resources. Committee work is a resource-intensive role and an ever increasing one at that. Are you adding committees to your workload without additional staff? Unless you already have the resources, this can be a major additional workload (unless limited in accordance with some of the suggested options elsewhere in this paper).

Who do committee staff report to? Are your staff responsible to the committee chairperson? To each committee member? To the head of Research? Working for the chair who is a member of the government party, can make you be seen as the chair's personal staff instead of committee staff. It is important to work with all members and been seen to be doing so (although a partisan chair may not look on this favourably). How does the service continue to assign non-committee work to staff assisting committees?

Potential Conflicts of Interest. Working for Members in their individual capacity and working on a committee can raise conflict situations. For example, a researcher may prepare a paper for a Member in support of his\her arguments on an issue. Then the issue is examined by the committee to which the researcher is assigned. We had the situation where our expert on gun control wrote a paper at a Member's request "Arguments Against Gun Control". He was later assigned to the committee reviewing the government's gun control legislation. He sat at the table next to the chairperson as is normal for our committee staff. A witness appearing before the committee held up this researcher's paper (not knowing who he was) declaring its excellence and suggesting the author be called as a witness.

Balancing work assignments. What are the priorities – work for an individual Member or for the committee? First come first served? What is the effect on other programs such as publications which tend to be the lowest priority although they are very important and help manage the overall workload of the service?

Staff as Witnesses. On several occasions committees have proposed to call one of our staff as an expert witness. The concern is that if our staff are questioned as to their opinion on a policy matter, our non-partisanship could be at issue. Our response has been that our staff serve as advisors to committees; they should not be considered in the same light as an expert witness. This applies even if they are not the specific individuals assigned to the particular committee. Staff can provide the same information by arranging *in camera* briefings for committee members. This informal setting serves the same purpose as appearing as a witness in terms of providing information but enables staff to avoid questions involving policy matters. It also underlines the fact that they serve as the staff of the committee.

Competition with outside consultants. If committees already engage staff, how will you compete? If the staff are outside consultants paid on a contract basis, there are many factors in your favour. And competition can be healthy. When we faced that situation, our staff tended to work at the peak of their abilities given they were constantly being compared to our competitors.

Influence of chair\members in your procedure of hiring new staff for committees.

GETTING STARTED

Taking stock: What is the **current role of committees** in your Parliament? How are they staffed? What are their needs? Are these needs being met? Is there a research service? What is its current role? If there is no research service or it is small and committees do not have permanent staff, this may be an **opportunity to initiate or improve the service**. A **needs assessment** (discussed in another research session) and strategic analysis of how important committee work is within the Parliament is a crucial starting point.

Whose support do you need in order to work for committees or get the resources to do so – committee chairs; the secretary general; a member of the government; senior party officials? Draw up a plan, meet with and make your case in support of assisting committees to these key people.

Sell cost efficiency and centralization where funding is limited. The research service can assist committees, members, associations. Why have separate services, separate staffs, separate costs?

The optimal situation to establish a service is that in which **committees are in an embryonic stage.** If they are developing their role and mandate, it is an opportunity to make a proposal to provide assistance from the outset. Perhaps committees do not have permanent staff or they have only an administrative officer (secretary, clerk). This was the case in Canada (see above, A Little Background). As the work of committees expanded and became more complex requiring specialist staff, we were in the right place at the right time to offer assistance. As our staff developed expertise in the subject areas and needs of committees, there was less reliance on outside staff.

In the situation where committees are in the development stage, resources required may not be that heavy and the tasks may be **added to work already being done**. At the same time, it provides the opportunity to request a modest increase in resources for a few additional positions. It is crucial to get that initial "foot in the door" involvement and grow with committees as their work develops.

Offer to prepare some issues and options papers for several committees on topics they are studying. Use this as a starting point to offer additional services to increase your role for the committee.

Another approach is to request funding for a **pilot project** to include 2-3 more positions on a **temporary basis only** to be used to assist 2-3 committees. One of the key functions in many parliaments is fiscal oversight so an appropriate example for a pilot may be for budget or public accounts-type committees. You should **assign your best staff** to the committee(s) to improve the chances of success.

A common situation is where **the clerk also handles the role of committee researcher,** providing any research the committee requires and writing the committee reports. Often this makes for an overworked clerk. It may be possible to offer your services to individual clerks to assist their work or to make a proposal for a research component that would work cooperatively with the committee clerks. Research support will reduce the clerk's workload allowing dedicated research personnel to prepare substantive, qualitative reports that could have a greater impact. Some clerks may see researchers as a threat to their job and their relationship with committee members. They may have to be convinced that the two roles complement each other. It is therefore important to define the role of the researcher and clerk and avoid "turf" wars which can be detrimental to your committee work.

Where committees have been using **outside contractors** on an ad hoc basis, there should be opportunities to make proposals to provide ongoing staff for the committees and to show the lower cost (based on hourly salary rates and overhead costs) and benefits of ongoing staff (corporate memory) from your service. Perhaps initially your staff could complement the work of the outside contractors and eventually replace them.

Obtain supporting documentation and suggestions from your colleagues in other jurisdictions that provide staff to committees to make your case.

PRACTICAL TIPS: WORKING WITH LIMITED RESOURCES

There are various **approaches to limiting your committee work** to fit your available resources.

- Restrict your assistance to one or two committees initially
- Limit the types of assistance you provide – rather than staff being actually attached to a committee, limit your work to preparing research papers, reports and other studies. Although this would not meet your need to staff committees on an ongoing basis, it is a "foot in the door".

Work To Avoid (If You Can)

- Taking notes of meetings
- Making administrative arrangements for witnesses (as distinguished from suggesting witnesses to appear before the committee and briefing them in advance of meetings which are key tasks).
- Organizing meetings
- Organizing travel
- Writing letters for the chairperson
- Acting as chairperson's personal assistant

Other Sources of Assistance

There may be other resources that can be called upon during a particular study that will assist the researcher in carrying a heavy committee workload.

- Member's staff can join the research team
- Other parliamentary staff – legal counsel, committee clerk\secretary can assist in their areas of expertise.
- Outside consultants – you hire them, they work for you, committee pays. Perfect! But there is a danger. If the committee likes the consultant, he\she may get an ongoing job. And compete with or replace you
- Government staff on secondment to the committee. This has worked well in our service. They are a valuable source of expertise. However there can be a perception of conflict of interest. Government staff may promote the government position or be perceived as doing so. This can usually be managed. You need to know how to work with them so a conflict does not arise, for example by excluding them from committee meetings discussing policy, committee recommendations or the final report. It is important that the distinction between legislative and executive branches of government be maintained.

ADDITIONAL THOUGHTS

Research staff should try to **maintain the key staff role with the committee**. There may be a formal or informal staff coordinator or research director position. There can be competition for the attention of the chair by the clerk\secretary and other staff. At the same time, staff should never make their interpersonal problems, disagreements or "turf" wars a problem for the chair or the committee.

Don't oversell your services. Don't sell something you cannot deliver. Committee work is not for everyone so make sure you are matching the right staff to committee work. Use your best staff. If you don't deliver the first time you may not get a second chance. Stay within your abilities and strengths; don't try to do everything; let others play their roles – committee clerk\secretary; members' staff; chairperson's assistant. Work with them.

ADDENDUM

SKILLS REQUIRED FOR COMMITTEE WORK

Ten of the most senior staff of the Canadian Parliamentary Research Branch with considerable committee experience were asked what they considered as the key skills required in working for committees. They identified certain qualities that would be applicable to all facets of the work of a parliamentary research service but which take on heightened importance in a committee setting, such as:

- thorough knowledge of one`s areas of expertise.
- strong analytical and writing capacities
- function effectively in a non-partisan manner
- quickly synthesize a great deal of material on complex issues
- think quickly and carefully and be able to communicate advice and information in written and oral form at a moment's notice;

The following skills were identified as particularly appropriate to committee work:

- incorporate disparate views and opinions; find compromises and common links in divergent viewpoints; be aware of the variety of perspectives, both political and other, that influence different approaches to any matter under consideration; sensitivity to the political context of any discussion;
- sense the dynamics on the committee and where the committee is heading (often before the committee knows itself); "read" the committee to ascertain direction of discussion, political environment
- strategic planning to organize the work plan of the committee and the committee report;
- patience to be able to work calmly in a highly stressful and politically-charged environment;
- people skills\diplomacy in order to work closely with members of all political views;
- inspire confidence
- coordinate and\or work as part of a team (clerks, members staff, chair, support staff, publications etc).
- know all the players -- political, governmental, and non-governmental, their roles and their influence
- work autonomously in a constantly changing environment where priorities are in constant flux
- good judgement and common sense (e.g. knowing when to intervene in a committee discussion and when not to);
- apply analytical and conceptual skills to a dynamic, oral environment;
- drawing out members' opinions without being adversarial;
- read clients' needs;
- multi-tasking (handling numerous assignments concurrently)

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 087-077-E
Division Number: I
Professional Group: Library and Research Services for Parliaments
Joint Meeting with: -
Meeting Number: 77
Simultaneous Interpretation: -

Libraries and Research Services: colleagues, clients, and collaborators

Margareta Brundin
Head of Division for Knowledge Management
Swedish Riksdag
Stockholm, Sweden

I. Early History and Development

The Swedish Riksdag decided in 1847 to establish a library. In 1850 the "Statutes Governing the Management and Use of the Riksdag Archives" were adopted and signed by the four Estates and on January 4 in 1851 the Riksdag Archives, later known as the Riksdag Library, were formally established.

The principal function of the Library was initially to serve only members of the Riksdag and their staff, together with the committees and agencies of the Riksdag. At the end of the 19th century, representatives of governmental bodies were granted permission to use the services. Over the years, close contacts with the libraries of the ministries, all situated in the neighbourhood, developed. As the collections of the library to some extent lacked a counterpart in other Swedish libraries, the Parliament decided that scholars should also be allowed access to the library. In 1918, when the Library became one of the agencies of the Riksdag, it was formally declared open to researchers and advanced students. This has always been interpreted in a broad sense and in reality it means that the library is open to the public. The Riksdag Library participates in a close cooperation with university libraries, special libraries of various kinds and public libraries of Sweden. Thus the library is a parliamentary library, but it also has obligations towards other groups.

With the resources of the Library growing, the expectations of the Members concerning responsibilities of the library also grew. Members started asking questions directly related to their political work that required written answers. Up to this point, the Library had tried to act as a small university library, with elaborate routines that were not always appropriate for a Parliament. As a result, the Library found it difficult to find time to take on this new kind of request, along with all the other chores of daily life in the library. However, since one of the younger librarians had already started to do research work, the Librarian decided to ask the Parliament for a budget to start a research service as part of the Riksdag Library. The Service was started in 1955, first on experimental basis, but very soon the work of the service was sufficiecntly appreciated that it became a permanent part of the Library. In 1961 the Research Service, with its vast experience in using parliamentary documents, was given the task of indexing these documents.

II. Conflict , Dissension and Separation

However, the rapid development of the research service led to a deep schism within the library. The problems were soon known throughout the organisation. The Librarian and the head of the Research service – if they spoke to each other at all – were seen (and heard) screaming at each other in the corridors of the Parliamentary Buildings. One could even read about the scandal in the library in the Stockholm press. In 1964 the situation had become intolerable and the Riksdag asked the governing board of the library to develop a proposed solution for the problem, and for the future of the research service. It was clear that the problems were so deep-seated that it wasn't possible to keep the two parts of the library in the same organisation. The board suggested that the research service should be hived off to be another agency of the Riksdag, but under the same governing board as the Library. However, the Parliament decided to study the organisation of the Research Service more carefully and started its own investigation.

The report of the parliamentary investigation proposed that the Research Service should be part of the recently created Administrative Office in the Riksdag, and the recommendation was accepted. The Research Service was detached from the Library on July 1, 1966. As you can appreciate, the separation from the Library was not easy, and it cast a shadow over the relations between the Library and the Research Service for many years to come. The current head of the Research Service tells me that when he was a young researcher in the 1970's, he was sometimes met by curses from the staff of the Library when he visited.

It is difficult to judge a situation like this after so many years, but in my opinion it represented a total lack of professionalism to permit a situation like that to develop.

But what happened after the separation of the two units? Ultimately, the Library was also incorporated into the Administrative Office, but it took another ten years. In 1976 the Library ceased to be a separate agency of the Riksdag.

III. Early Efforts at Cooperation

During the years following the separation, cooperation between the two units inside the Administrative Office was somewhat crippled. However, following the retirement of the two main combatants of the old war – the heads of the Library and the Research Service, efforts at cooperation were launched. Regular meetings were held, and several cooperation projects were started.

When I started as a Parliamentary Librarian ten years ago, the situation was still not perfect. Many of the librarians had moved from the Library to the Research Service, partly because the Library at the time was an old-fashioned and hierarchical organisation, and partly because the pay was higher as a researcher. Being better paid, the researchers found themselves somewhat higher in status than the librarians. The two services were also located far apart geographically. The Research Service had to move out of the Riksdag buildings into the Old town of Stockholm when the staff of the Riksdag grew in the 1980's Thus, the researchers had to walk several blocks to reach the Library. They were still heavy users of the library services, but because of the distance they started to build their own colletions. Some of the older librarians felt bitterness towards the researchers and said to me: "I refuse to give any service to the researchers. I do all the work and then they present it as their own work to the Members, and on top of it they get better paid!" It was hard to change this attitude.

Nevertheless, steps were taken by management to close the gap between the two units. The Head of the Research Service and I started a close and friendly cooperative relationship. At that time, the two units belonged to the same division, but there was no appointed head of the division. The Director of the Administrative Office was the closest superior to both of the units.

One of my first tasks in the Riksdag was to find new housing for the Library, where it might also be possible to locate the Research unit. In 1994 the work commenced to build a new Riksdag Library. The Parliament bought a block of beautiful old houses in the Old Town, close to the Riksdag Island. All information and knowledge activities of the Riksdag were planned to be located in this area, and in 1996 the new Riksdag library opened its doors. During the building period, like Cicero about Carthage, I had plenty of time to drum into the staff of the library the concept that the research service unit was one of our most important clients, and that we should give it top-quality service. Luckily some of the older librarians retired because of age, and that made my task somewhat easier.

The library also extended itself by inviting the researchers to take part in the planning of the new library. But the researchers were still somewhat reluctant to engage in these efforts, and though being located in rooms adjacent to the library they still wanted to keep their own collections. For many years they also had their own librarian employed in the research unit. This librarian did all the searches for the staff of the research service, and usually was the person who took care of the contacts with the Parliamentary Library.

IV. Cooperation and Integration

Gradually cooperation progressed. In 1997, I became head of the Division for Knowledge Management – which included the Library, Research Service, and EU Information Centre. This gave me the opportunity to try to improve cooperation still further. However, I heard later that some of the researchers thought it degrading to be led by a librarian, so some of the problems obviously continued despite my best efforts to work as if the old problems no longer existed. Gradually the Research Service sorted out most of the books in its collection and decided that it was not necessary to have its own librarian. I think it is accurate to say now that all the librarians of the Riksdag library now serve as the librarians for the Research Service.

V. Continuing Organizational Evolution

However, in July 2002, the Research Service was moved organisationally to the Secretariat of the Chamber. The Secretary General wanted to try a model that would facilitate committee use of the researchers as a pooled staff for committee work. Currently, the Division for Knowledge Management has four units with a staff of about 100 persons: the Library, the European Union Information Centre, The Riksdag Journal "Från riksdag & departement" and the Unit for parliamentary documents. Despite the separation, the head of the Research Service soon realised that the new position gave him less influence on and less input from the other units in the Riksdag. As a result, he regularly takes part in the management meetings of the division for Knowledge Management, even though the research service organisationally does not belong to the same division.

A new analysis of the organisation of the knowledge and information activities began a year ago, and a commission for organising these services in the Riksdag will deliver a report to the Riksdag Board at the end of this year. This could possibly lead to the establishment of a new block for knowledge and information activities directly under the Secretary General. Possibly the Research Service will be part of the new block. At the end of this year we will know the end of this love and hate story. Will the Library and the Research Service get together again in the end?

VI. Lessons Learned

What can this story tell us? I would like to give you three words that I find important to this story. They are: Management – Professionalism – Users.

Management: it is bad management to permit the staff to misuse time at work to fight other Units of the parliament. It is bad management to let such conflicts persist. It is also bad management not to scrutinise relationships between units in search of ways to increase joint effectiveness.

Professionalism: only professionals should be working in parliaments. Professionals have no need to diminish other professionals within the organisation. It is not professional to start time–comsuming wars within the organisation, and behaviours like that should be not be permitted.

And finally the most important – Users: the users' needs should be the central guiding principle for all services in a Parliament and especially for library and research services.

VI. Mutual Benefits of Cooperation and Collaboration

I have asked myself many times: What can each institution do for the other?

The two organisations have different objectives, but are very closely connected in their work. I look upon research work as a development of library work, and this development began in ancient times when the first librarians started collecting the first books and manuscripts. It will never be possible to avoid totally the grey zone between the two services, if you don't have a common post-box for incoming questions. Some questions put to the research service will be better taken care of by the library. Some of the question put to the library would be better answered by the research service. To the maximum extent possible, the two services should try to get together and join forces for better efficiency. Librarians should be active partners in the research work.

To be able to cooperate in the best way, the two services must know each other very well. The Library must understand the pressured time limits that often are the reality for the researchers and work accordingly. The ideal situation is that the librarians also have good knowledge of the different research areas, and that is a challenge to every library head. The normal case in Sweden, as in most countries, is that librarians have an extremely good education, but it is not always easy to get the right mix among the staff.

The talent for communication is essential for both researchers and librarians if they want to understand one another, and if they want to communicate effectively with their clients.. And finally – personal contact – the fact that you know well the person in need of your service is the ultimate lubrication for good results.

And what would librarians like to have from the researchers? It is important that the researcher understands the processes of the library. For example, it is helpful to appreciate that it can take some time to get material from other parts of the world even in the electronic era. Further, the more time you get to answer a question, the better the result – which is a well-known truth for both librarians and for researchers in relation to their respective clients. In the ideal world researchers would also take an active part in the development of the collections – electronic and printed. Today the researchers in the Swedish Parliament have little time for this, even though the library arranges regular meetings with researchers to discuss their needs regarding the development of the digital library.

The librarians today take increasing responsibility for the education of members and parliamentary staff regarding information sources and searching. The new ways of supplying information has transformed the library profession. To get the researchers as professional co–workers in this area would add to the results of the work to create the digital libraries so ardently desired by parliaments.

Finally I think that the two services should support and defend one another within the parliamentary organisation. As one example, it is of great importance for research work that the library gets necessary financial support it needs to be the excellent library the researchers need. The supportive voice of the Research Service would be of great help to the library during tight budget times. The reverse is also true. The Library can and should support the need for more and better researchers to help the parliament.

How can library and research services work together more effectively?

In my opinion the best organisation of library and research services from the clients' point of view is an organisation where the two units can develop favourably and have the possibility of creating the services to supply the clients'
demands. This can of course be done differently in different countries. But, as a rule, it is my opinion that the best solution is to have the two services in the same organisational structure, and optimally under the same director. The two services are like communicating vessels: if one is weak, the other will have to be strong. For parliaments without a research service unit this work is mostly done by the party secretariats and/or by the library, and the library is then forced to take a major role in the supply of information and knowledge. If the library offers a poor service, normally the research service will be called on to provide the services usually done by the library. To create an ideal harmony between the two services, in my

mind, there is need for a well–informed manager with good knowledge of what is important both in library and research work.

It is a well–known fact that activities that are close to one another often end as rivals. Management must be aware of this phenomenon, because this is not something that is unique to libraries and research services, but is global human behaviour. Is it possible to stop this from happening or to mitigate its influence? I think so. One solution is to bring researchers and librarians together, to get to know each other personally, to lose the fear or antipathy for each other. Both groups are needed in a parliament. It would be of great interest to know if there are projects in any part of the world with the aim of mixing the two services into professional teams. I think the outcome of a new way of working could be a win–win situation for the researchers as well as for the librarians, but the ones who would benefit the most would be our clients!

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**156-079-E**
Division Number:	**0**
Professional Group:	**FAIFE**
Joint Meeting with:	**-**
Meeting Number:	**079**
Simultaneous Interpretation:	**-**

September 11th, the Internet, and the affects on information provision in Libraries

Stuart Hamilton
The Royal School of Library and Information Science
Copenhagen, Denmark
E-mail: sha@db.dk

Introduction

The September 11th terrorist attacks on the United States have contributed greatly to a change in the information environment around the world. The weeks following the attacks saw governments around the world rush to pass legislation designed to prevent future acts of terrorism. Much of this legislation targeted information flow, especially on the Internet, in the hope that closer scrutiny of communications traffic would enable security forces to identify possible terrorist action and stop potential atrocities before they occur. While a desire to safeguard law-abiding citizens is not to be dismissed lightly, there is a suspicion that much legislation passed following the attacks consisted of security forces' wishlists from previous years, and that a lot of the measures were rushed through without in depth consideration of the implications for civil liberties. The library community has had much to consider following the passing of the so-called 'Anti-terror' acts around the world, and the role of libraries as providers of free, equal and unhampered access to information has been restricted since September 11th.

Post September 11th Legislation

The greatest consequence for libraries as information providers is the USA PATRIOT act passed by the US Congress in October 2001. The PATRIOT act has since become the template for a raft of anti-terror legislation around the world, and a large part of this legislation has concentrated on making surveillance of computer users easier for authorities.

The law authorities in the US now have greater access to user information held by ISPs and authorisation to spy on web surfing, including terms entered into search engines[1]. This has particularly alarmed civil liberties groups, as the information entered into a computer can be a lot more revealing than dialled phone numbers or received calls. These acts can now be carried out with minimal input from the judiciary, and with a very low level of proof. Library Internet use records and sign in lists can be demanded by authorities and it has been made possible for surveillance software to be installed on library servers if needs be. In particular, it is believed that use of the FBI's Carnivore packet sniffing software has been stepped up to attempt to gain access to suspicious Internet traffic.

On a national scale, the Act greatly expands the use of "roving wiretaps." This means that a wiretap order targeted to a person is no longer confined to a particular computer or telephone. Instead, it may "rove" wherever the target goes, *which may include library computers*. As the PATRIOT act allows courts to issue orders that are valid anywhere in the country libraries are more likely to be exposed to court orders[2].

In the new post-September 11th environment, governments are keen to control more of the information flow on the Internet, both in terms of information provision and also in the records of users' surfing and communications. Following the lead shown by USA PATRIOT, both the UK and France have extended the length of time web users' data can be held by ISPs. Security forces can now more easily access this information and the laws in France effectively make encryption of electronic messages an offence[3]. Both Reporters Sans Frontieres and IFEX have both written to French Interior Minister Nicolas Sarkozy to complain about the "serious attacks on freedom of expression contained within the bill", and French organisation 'Imaginons un Resau Internet Solidaire (IRIS) have collected signatures from almost 1500 individuals and 46 organisations condemning the actions of the French government.[4]

In October, Germany rushed through a bill forcing telecommunications companies to install surveillance software so authorities can better intercept online communications[5]. Spanish anti-globalisation protestors have complained of monitoring by security forces since September 11th who equate them with terrorists[6]. This is a worrying trend for freedom of expression on the Internet.

European Union legislation has also been influenced by September 11th. Alongside the EU convention on Cybercrime - a piece of legislation designed to combat online fraud, hacking and terrorism but under attack from privacy groups for its vague limits on police surveillance powers and unwarranted levels of data collection and storage – is a proposed amendment to a 1997 Directive on Privacy in the Telecommunications Sector that will grant law enforcement agencies access to Internet traffic and communications data previously only kept for clarifying customer bills. This information will now have to be held for longer periods than the previous two-month limit. The amendment is controversial for a number of reasons, not least because President Bush requested the EU implement these powers – that even the USA PATRIOT act does not have - in October 2001[7]. It was initially thought the directive would remain unamended but now increased surveillance powers have been approved, despite critics maintaining the existing text was adequate for combating terrorism[8].

---

[1] Electronic Frontier Foundation. (2001). EFF analysis of the provisions of the USA Patriot Act [Online]. Available: http://www.eff.org/Privacy/Surveillance/Terrorism_militias/20011031_eff_usa_patriot_analysis.html [2002, Jan 14]

[2] Minow, M. (2001). The USA PATRIOT Act and patron privacy on library terminals [Online]. Available: http://www.cla-net.org/pubs/Minow_uspatriotact.html [2002, Aug 13]

[3] Freedom House. (2002). Press freedom registers slight gain despite terrorism and war [Online]. Available: http://www.freedomhouse.org/media/pressrel/042202.htm [2002, April 22]

[4] IFEX. (2002). Alert: RSF warns interior minister of threat to Internet freedom posed by new security law [Online]. Available: http://www.ifex.org/alerts/view.html?id=11023 [2002, Aug 13] and IRIS. (20002). Loi sur la sécurité quotidienne [Online]. Available: http://www.iris.sgdg.org/actions/loi-sec/ [2002, Aug 13]

[5] Gold, S. (2001). German carriers told to install cyber snooping tech. *Newsbytes* [Online]. Available: http://www.newsbytes.com/cgi-bin/udt/im.display.printable?client_id=newsbytes&story_id=171516 [2002, Jan 14]

[6] Statewatch. (2002). State agencies put protestors under extensive Internet surveillance [Online]. Available: http://www.statewatch.org/news/2002/mar/08spain.htm [2002, April 16]

Outside of Europe, Canada's "Law C-36" has also made it easier for intelligence services to monitor an individual's web traffic. Individuals under surveillance are no longer required to be informed they are being investigated[9]. To further tighten Internet controls in Saudi Arabia, all Internet service providers are now required to keep records of all Internet users in order to track access to forbidden web sites[10]. Anti-terror bills have restricted freedom of expression in Indonesia, China, Russia, Pakistan, Jordan, Mauritius, Uganda and Zimbabwe[11]. India's anti-terror bill meanwhile, will punish anyone setting up an 'anti-India' website with 5 years in jail[12]. The early results of America's terrorist crackdown were seen in Somalia where the only Internet company was forced to close until January, along with the only telecommunications company, after its international gateway was blocked and its assets frozen by the US who suspected them of terrorist links[13].

It is the United States however, where librarians have been most affected by the war against terrorism. Since September 11th there has been a reduction in the availability of certain types of information on government websites[14]. Maps, environmental resources, transport information and resources considered to aid terrorists are among the types of information being removed[15]. Federal deposit libraries around the US have been asked to destroy resources considered sensitive in wartime, a move that has caused concern to US librarians[16]. Internet resources made available by non-governmental bodies such as the Federation of US Scientists have been removed, and there are numerous examples of individuals, ISPs and foreign governments closing down websites considered to be linked to terrorists or expressing opinions contrary to government opinion[17]. While the restriction of sensitive information in the public domain is to be expected in the post-September 11th environment, librarians and others are worried that the lack of detailed criteria for what information is to be removed from the web will make things difficult for people who need information for specific, lawful purposes[18]. Most notably in this case is the opposition, from the American Library Association amongst others, to the executive act signed by President Bush restricting access to the records of former presidents for an indefinite period of time. Freedom of access to information is suffering as a result, and the ALA is supporting a lawsuit to overturn the order[19].

---

[7] Statewatch. (2002). European parliament to cave in on data retention [Online]. Available: http://www.statewatch.org/news/index.html [May 29, 2002]

[8] Ibid., AND Mellor, P. (2001). European union set to vote on data law. *New York Times* [Online]. Available: http://www.nytimes.com/2001/11/13/technology/13NET.html [May 29, 2002] AND Sheeres, J. (2002). Europe passes snoop measure. *Wired* [Online]. Available: http://www.wired.com/news/politics/0,1283,52882,00.html?tw=wn_ascii [July 11, 2002]

[9] The International Federation of Human Rights Leagues (2002). The top 15 liberty killing states [Online]. Available: http://www.enduring-freedoms.org/pdf/RAPPORTG.pdf [2002, April 16]

[10] Freedom House. (2002). Press freedom registers slight gain despite terrorism and war [Online]. Available: http://www.freedomhouse.org/media/pressrel/042202.htm [2002, April 22]

[11] Ibid.

[12] Reporters sans Frontiers. (2001). Asia – India – The law against terrorism threatens press freedom [Online]. Available: www.rsf.fr/rk/home.html [2002, Jan 14]

[13] BBC News. (2001). US shuts down Somalia Internet [Online]. Available: http://news.bbc.co.uk/hi/english/world/africa/newsid_1672000/1672220.stm [2002, Jan 14]

[14] BBC News. (2002). US Tightens controls on websites [Online]. Available: http://news.bbc.co.uk/hi/english/sci/tech/newsid_1888000/1888387.stm [2002, March 22]

[15] OMB Watch. (2002). Access to government information post September 11th [Online]. Available: http://www.ombwatch.org/article/articleview/213/1/1/ [2002, April 16]

[16] Kline, G. (2002). Information at risk. *The News Gazette Online* [Online]. Available: http://www.news-gazette.com/ngsearch/story.cfm?number=10892 [2002, April 16] and Radcliffe, J. and Woolfolk, J. (2001). Orders to purge records have librarians worried. *Star-telegram* [Online]. Available: http://web.star-telegram.com/content/fortworth/2001/12/08/topstory/fw010102-1208-XA001-security.htm [2002, Jan 14] and Ombwatch. (2001). The post-September 11th environment: Access to government information [Online]. Available: http://www.ombwatch.org/article/articleview/213/1/1/ [2002, Jan 14]

[17] Electronic Frontier Foundation. (2002). Chilling effects of anti-terrorism [Online]. Available: http://www.eff.org/Privacy/Surveillance/Terrorism_militias/antiterrorism_chill.html [2002, April 16]

In the months immediately following September 11th there was a comparative lack of comment from the media about proposed legislation, especially in the United States. Now that the effects of passed measures are beginning to be seen the press has begun to carry articles critical of the PATRIOT acts and its 'chilling effects'. Previously however, freedom of expression in the US press seemed to be curtailed, first by the terrorist attacks themselves and then by the government's reaction to them. With White House spokesman Ari Fleischer declaring that "all Americans …need to watch what they say, watch what they do" when commenting on remarks made by a comedian after the attacks, it is perhaps unsurprising that there was an unwillingness on behalf of the traditional media to report anything critical relating to the government's handling of the crisis[20].

Almost straight away though, Internet commentators showed no fear in confronting aspects of US reaction they disagreed with, in particular the USA PATRIOT Act. Due to the ease of publication and expression the Internet offers, it was possible to see new sites springing up every week following September 11th dedicated to understanding the attacks, and then understanding the reaction that followed. Commentary from Alternet, Crisis Report, Counterpunch, and a host of other 'alternative' news sites carried objective reporting almost immediately, and organisations such as the Electronic Freedom Foundation, the National Coalition Against Censorship, OMBWatch, and the American Civil Liberties Union have all carried information relevant to the effects of anti-terror legislation on their websites.

One of the most interesting reports to recently surface came from the San Francisco Chronicle who picked up on a University of Illinois survey of 1,020 public libraries in January and February this year. The survey found that 85 libraries had been asked by federal or local law enforcement officers for information about patrons related to Sept. 11. Visits to libraries by federal agents to check the reading habits of people it suspects of being connected to terrorists are allowed under the PATRIOT Act Section 215. Activities like this are reminiscent of the FBI's library awareness program that ran from 1973 until the late 1980s. The Library Awareness program was an attempt to assess what readers suspected of spying were reading in libraries[21]. The ALA publicly opposed the program and it was dropped, but the PATRIOT Act resurrects the ideals behind it. Librarians are not allowed to comment on FBI visits under threat of prosecution[22], but the report that led to the Chronicle article has raised awareness in the press that activities such as this are going on.

A most interesting example of this is an advert that recently appeared on US television depicting an all-too-possible situation in a library. In the 30 second commercial, produced by The Advertising Council under the banner of 'A Campaign for Freedom', a young man enters a library with a list of books. When he is unable to find them and approaches a librarian for help, she tells him the titles are not available anymore. She then asks him for his name. The advert finishes with the young man backing out of the library to be intercepted by two would-be FBI agents who want to 'ask him some questions'. The advert, which caused some discussion on bulletin boards over whether or not it was actively critical of US government action or instead was am illustration of what happens in the 'less free' parts of the world, carries the tagline 'Freedom. Appreciate it. Cherish it. Protect it'.

---

[18] Associated Press. (2002). Fed sites told to seal info. Wired [Online]. Available: http://www.wired.com/news/politics/0,1283,51236,00.html?tw=wn_ascii [2002, March 21]

[19] American Library Association. (2002). ALA raises red flag on recent Bush executive order [Online]. Available: http://www.ala.org/news/v8n3/executiveorder.html [2002, March 1]

[20] Pittman, A. (2001) Stop the presses. *Alternet* [Online]. Available: http://www.alternet.org/story.html?StoryID=11955 [2002, Aug 13]

[21] Egelko, B. (2002) FBI begins secretly observing library patrons. *Detroit Free Press* [Online] Available: http://www.freep.com/news/nw/probe25_20020625.htm [2002, Aug 13]

[22] Newton, C. (2002). FBI begins to visit libraries to monitor reading habits of those it suspects of being tied to terrorism. *Associated Press* [Online] Available: http://ap.tbo.com/ap/breaking/MGA13VCZU2D.html [2002, Aug 13]

The international library community has not been silent on the issue of freedom of access to information post-September 11th either. The ALA has been carrying many resources relating to the PATRIOT Act and its fallout on its website, and issued a statement affirming the importance of libraries, freedom of speech and access to information immediately following the attacks[23]. The IFLA/FAIFE statement on Terrorism, the Internet and Free Access to Information laid emphasis on the ability of libraries to offer much needed information facilities in the aftermath of the terrorist attacks[24]. With many governments choosing to use the opportunity presented by the terrorist attacks to tighten legislation relating to information and freedom of expression this situation is one that we as a profession must continue to monitor and play a part in. Only by safeguarding access to information can we maintain the ideal of intellectual freedom that is a core responsibility of the library community.

Websites, comment and opinion on the fallout for freedom of expression following Sept 11th.

http://www.ncac.org/issues/freeex911.html Constantly updated
(National Coalition Against Censorship index of free expression after September 11th)

http://www.crisisreport.org/ Constantly updated
(Open-minded news on the war against terrorism from a global perspective)

http://www.ncac.org/issues/freeex911.html Regularly updated
(An online index of free expression after September 11th)

http://www.eff.org/Privacy/Surveillance/Terrorism_militias/antiterrorism_chill.html Regularly updated
(Chilling effects of anti-terrorism on the media and Internet)

http://www.statewatch.org/observatory2.htm Regularly updated
(Statewatch.org highlights new laws & practices affecting civil liberties and rights after 11 September in the EU, UK and US)

http://www.ombwatch.org/article/articleview/213/1/1/ Irregularly updated
(OMBWatch – monitoring government accountability)

http://www.thefire.org/issues/terror.php3 Irregularly updated
(After effects of September 11th on freedom of expression in Colleges and Universities)

http://www.adcouncil.org/campaigns/campaign_for_freedom/
(Download the library advert from The Advertising Council's 'Campaign for Freedom')

---

[23] American Library Association. (2001) Library community statement on freedom of speech and access to information [Online]. Available: http://www.ala.org/washoff/FreedomofSpeech9.pdf [2002, Aug 13]

[24] IFLA. (2001) IFLA statement on terrorism, the Internet and freedom of access to information [Online]. Available: http://www.ifla.org/faife/news/ifla_statement_on_terrorism.htm [2002, Aug 13]

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**155-080-E**
Division Number:	**III**
Professional Group:	**Public Libraries**
Joint Meeting with:	**-**
Meeting Number:	**80**
Simultaneous Interpretation:	**-**

Raising the standards - current issues and developments in public libraries in England & Wales

Jaquie Campbell
CILIP, Public Libraries Group, UK

Intro:

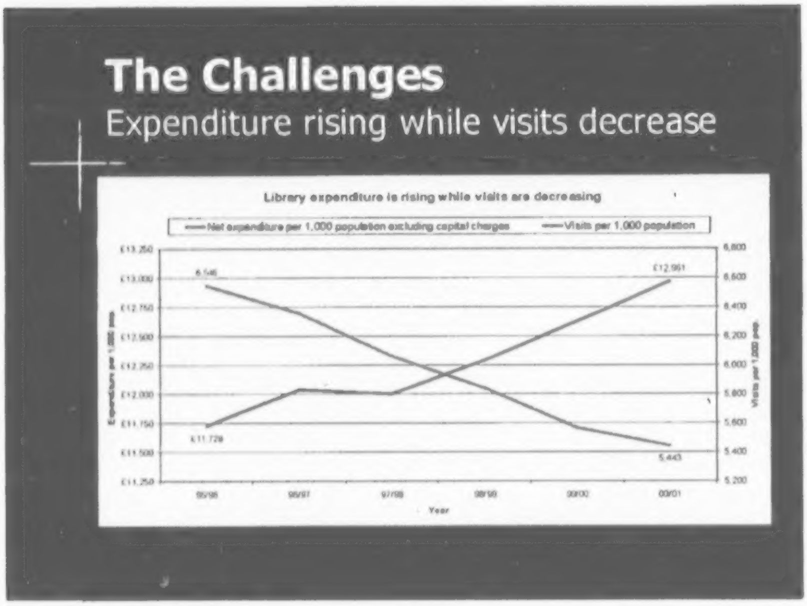
Good morning. I'm delighted to be here, representing the Public Libraries Group of the UK and I'd like to thank the Public Libraries Section of IFLA for giving me the opportunity to talk to you this morning.

My background is 20 years of experience in public library management at all levels, most recently as Head of Libraries, Arts & Archives in Bath & North East Somerset. However, I am currently seconded to the Audit Commission for England & Wales for 3 years as an inspector. My job is to inspect local authority services. Inspection ensures that they are providing good value and that they are continuously improving the service they deliver to the public. I carry out a range of inspections but, of course, specialise in libraries.

This morning I'm going to give you a very brief overview of the main issues facing our public libraries at present and how these are being tackled at a national strategic level. I will also look at how these national strategies are affecting services on the ground.

I will concentrate specifically on England and Wales. The issues facing libraries in Scotland and Northern Ireland are similar but the strategic framework is different and I know Martin Wade will be touching on the situation in Scotland in his presentation.

The Challenges (1)



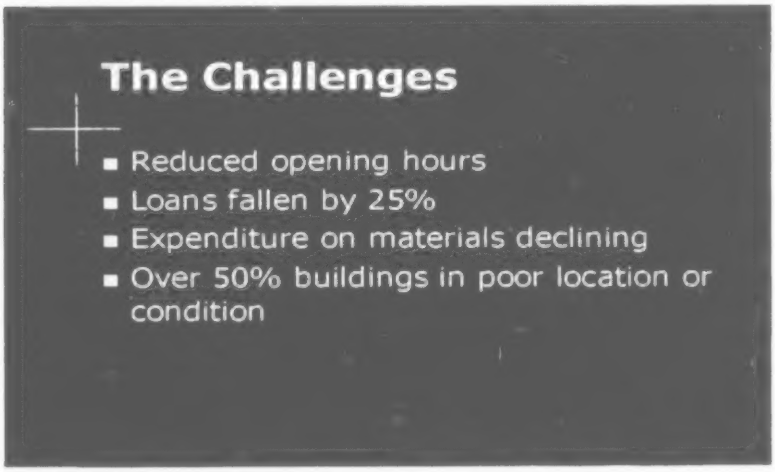
The Challenges

Expenditure rising while visits decrease

Let's look first at the challenges which have been facing public libraries in the UK over the last few years. In 1997 and 2002, the Audit Commission carried out studies of public libraries. Both studies found that people generally have a high opinion of their libraries. They also identified that some aspects of the service such as provision of audio visual materials and IT services are on the rise. However, they also found that there are some very some serious issues facing public libraries.

This chart really sums the whole thing up. Since 1995, expenditure on libraries per 1000 population has risen by 10.5%. In the same period, visits to libraries per 1,000 population have decreased by 17%. This has resulted in a massive increase in cost per visit. In terms of overall totals, this amounts to a rise of 87% cost per visit over the figure in 1995.

The Challenges (2)



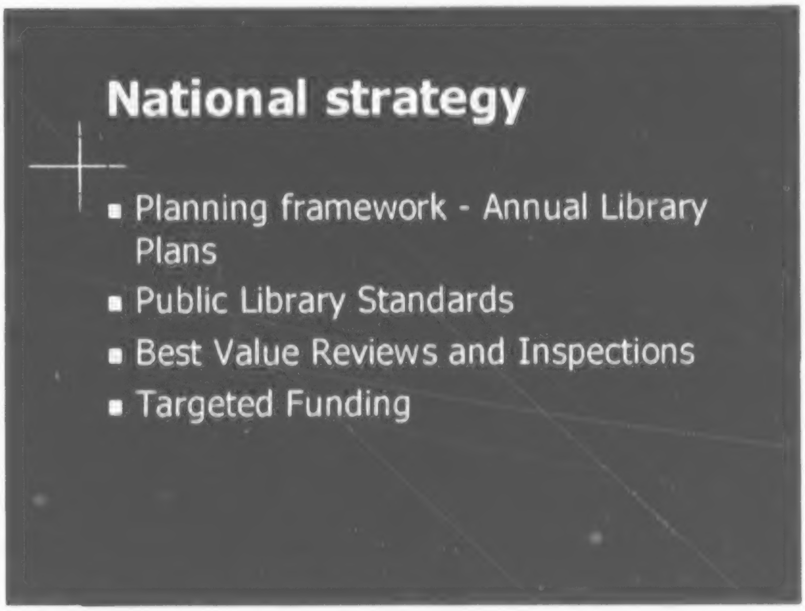
The Challenges

- Reduced opening hours
- Loans fallen by 25%
- Expenditure on materials declining
- Over 50% buildings in poor location or condition

The studies also found some other key challenges.

- Opening hours have decreased – 9% fewer libraries than 10 years ago are open for 30 hours or more
- Loans have fallen by almost 25% in the last 10 years. As audio visual loans have risen, the decline in book loans is even higher.
- Expenditure on materials has decreased by a third in the last 10 years
- And over half the libraries in England & Wales are in buildings which are either in a poor location, in poor condition, or both.

National Strategy



National strategy

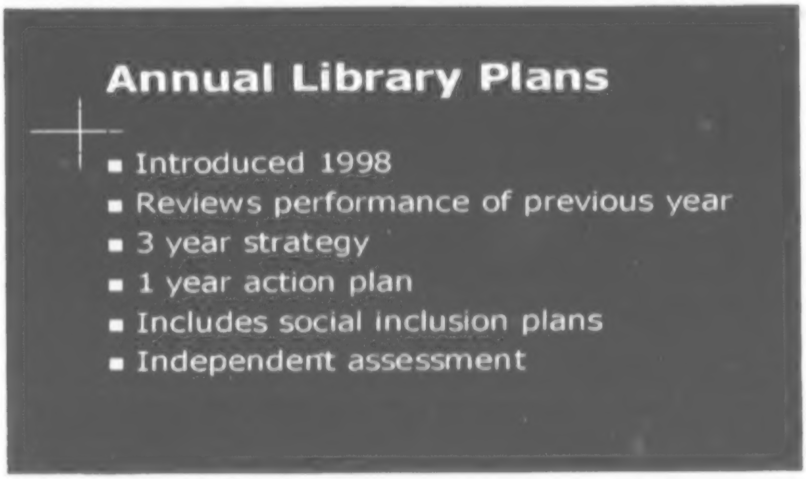
- Planning framework - Annual Library Plans
- Public Library Standards
- Best Value Reviews and Inspections
- Targeted Funding

Clearly, this picture has been emerging for some time and steps have been taken nationally to address these challenges. The national strategy has four key strands.

- A standardised planning framework, the cornerstone of which is an annual plan required from every library authority
- A set of national performance standards which apply to all library services.
- The government's Best Value regime. This applies not just to libraries but to all local government services. Every service has to be thoroughly reviewed. This review is then followed out by an inspection carried out by the Audit Commission
- And a number of national funding streams, aimed at improving specific areas of service.

We'll look briefly at each of these in turn.

Annual Library Plans



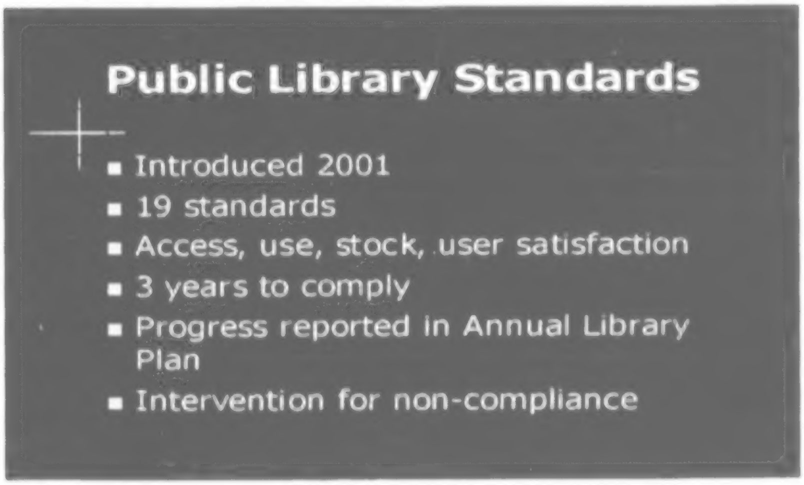
Annual Library Plans

- Introduced 1998
- Reviews performance of previous year
- 3 year strategy
- 1 year action plan
- Includes social inclusion plans
- Independent assessment

- Annual Library Plans were introduced in England in 1998 and in Wales this year.
- The plan, which must be submitted to central government in September of each year, reviews the performance of the library service during the previous year and identifies strengths and areas of weakness.
- It sets out a medium, three year plan for development
- This is followed by a more detailed action plan for the next year.
- The plan is required to show exactly how the service is addressing issues of social inclusion and access for all, based on national policy and guidance.
- All plans, once submitted, are independently assessed and the results made public.

The requirement for the plans has, of course, placed a burden of extra work on senior library managers. However, the production of the plan is now an accepted part of the annual schedule and there is greater understanding of what is required, reducing the burden. Without doubt, the production of plans has raised the standard of strategic planning skills amongst senior public library managers and encouraged wider and more visionary thinking about the future.

Public Library Standards

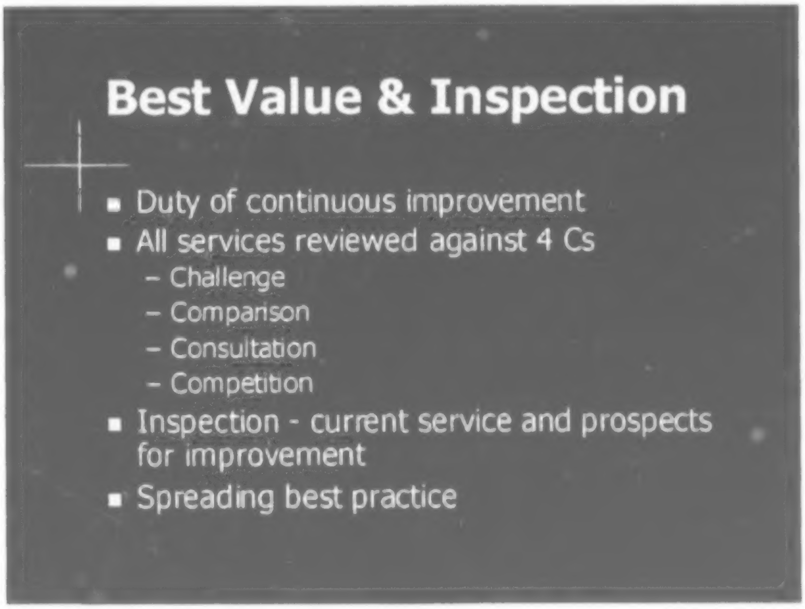


Public Library Standards

- Introduced 2001
- 19 standards
- Access, use, stock, user satisfaction
- 3 years to comply
- Progress reported in Annual Library Plan
- Intervention for non-compliance

- The Public Library Standards were introduced following extensive consultation last year.
- There are a total of 19 main standards, with sub sections.
- These cover key areas of service delivery, including access – opening hours, website use – usage, the quality and quantity of stock, user satisfaction, staff training etc.
- Every library authority has three years to meet the standards
- Progress is reported each year in the Annual Library Plan, along with targets for meeting the standards within the required timescale.
- Where a local authority is seen to be failing to comply with the standards, the Secretary of State for Culture, Media & Sport has the power to intervene. However, the manner of such intervention is, as yet, unclear, and there are no explicit guidelines on the point at which it would be invoked – for example, how many standards have to be met to avoid intervention.

Best Value & Inspection



Best Value & Inspection

- Duty of continuous improvement
- All services reviewed against 4 Cs
  - Challenge
  - Comparison
  - Consultation
  - Competition
- Inspection - current service and prospects for improvement
- Spreading best practice

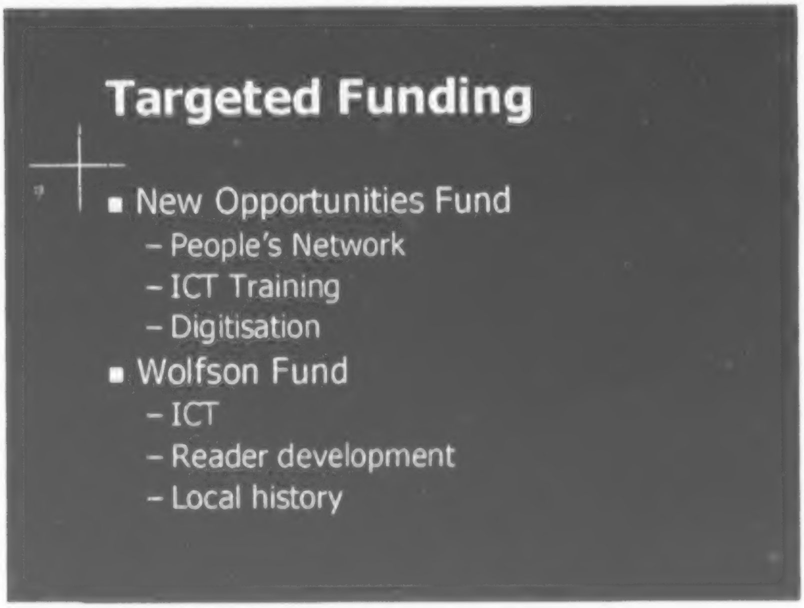
- As I said earlier, Best Value applies not only to libraries but to all local government services. It places a duty on all local authorities to continuously improve the services they provide to the public.
- All services have to be reviewed against 4 C's – Challenge, Comparison, Consultation and Competition.

  The reason for providing the service and the manner in which this is done, must be rigorously challenged. The performance of the local authority must be compared to that of others. The authority has to provide evidence that services are developed in full consultation with local people. And the review must establish what is the most competitive method of delivering the service

- Following reviews, the Audit Commission inspects services. Inspectors make judgements about the quality of the current service and the prospects of improvement over the next five years.

- To date, a total of 46 inspection reports on library services have been published. This is enabling us not only to build up a picture of the challenges facing libraries, but to identify and promote good practice, so that creative solutions to addressing these issues can be shared.

Targeted Funding



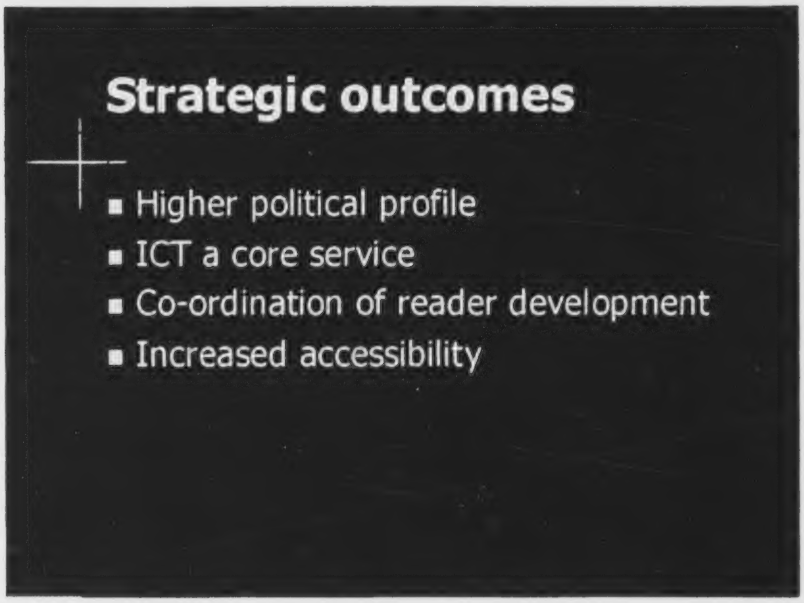
Targeted Funding

- New Opportunities Fund
  - People's Network
  - ICT Training
  - Digitisation
- Wolfson Fund
  - ICT
  - Reader development
  - Local history

The fourth strand to the national strategy is the introduction of funding streams for specific purposes. There have been two key sources:

- The New Opportunities Fund, with money raised from the National Lottery, has provided money to every library service for three purposes. Firstly to build a solid ICT infrastructure, called the People's Network, connecting all libraries to the Internet and providing a range of ICT services to the public. Secondly to train librarians to use new technology for the benefit of the public. And thirdly to make printed resources widely available by digitising them.
- The Wolfson Fund, administered by the government Department for Culture, Media & Sport, was a challenge fund, for which authorities competed. It also focused on three key areas. In the early days, it funded pathfinding ICT projects, such as learning centres. The focus then shifted to materials, in particular projects designed to increase reading and raise awareness of books, and also projects which brought together local history materials.

Strategic Outcomes



Strategic outcomes

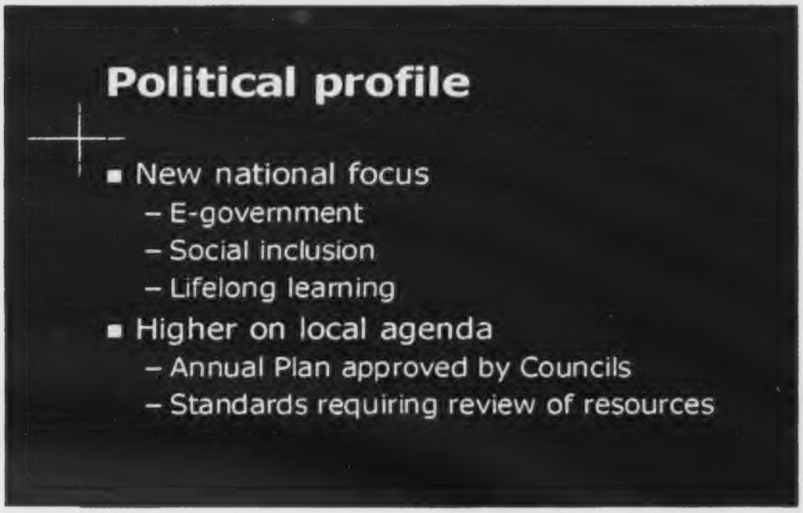
- Higher political profile
- ICT a core service
- Co-ordination of reader development
- Increased accessibility

So what have been the outcomes of this nationwide strategic activity? Well, there have been many, but 4 key ones:

- A higher political profile for libraries
- A shift in emphasis which has seen ICT become a core part of the service instead of an add-on
- The co-ordination and improvement of reading development and promotion
- And greater access to libraries for everyone.

We'll have a brief look at each of these, and particularly at what has been the effect on the public.

Political Profile



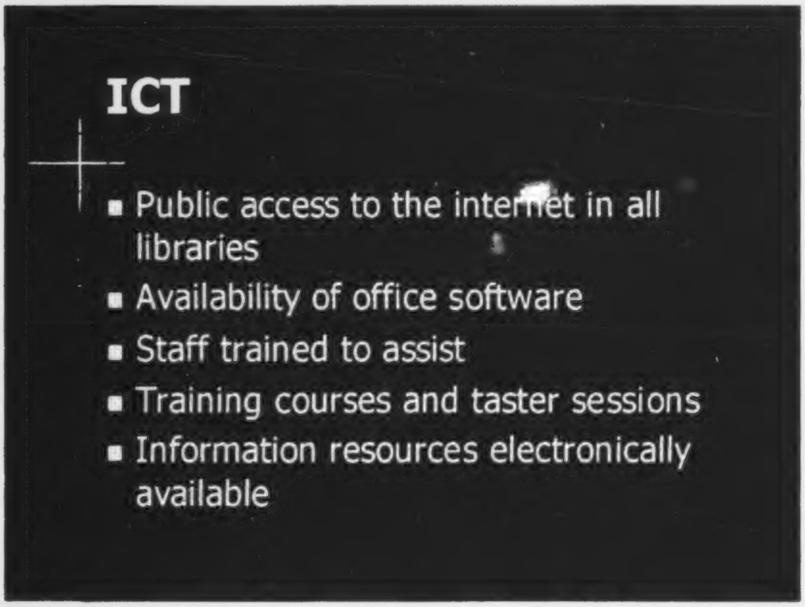
Political profile

- New national focus
  - E-government
  - Social inclusion
  - Lifelong learning
- Higher on local agenda
  - Annual Plan approved by Councils
  - Standards requiring review of resources

The political profile of libraries has been raised at two levels.

- Nationally, there is a new focus on libraries. There is greater recognition of their overall value and an acknowledgement of the wider role that they can play in key government agendas. In particular, libraries are seen as being central to three aims: the delivery of e-government services; the plans to tackle diversity and improve social equity; the promotion of lifelong learning as a means of aiding economic regeneration.
- On a local basis, politicians are now much more aware of library services. This is in part because the Annual Library Plan needs to be approved by Councils and so Councillors have to actually examine the performance and plans for libraries each year. In addition, the requirement to meet Public Library Standards within three years means that local councillors are having to take a much more active role in looking at resources and how these can be increased or diverted to, for example, increase opening hours to meet standards.

ICT



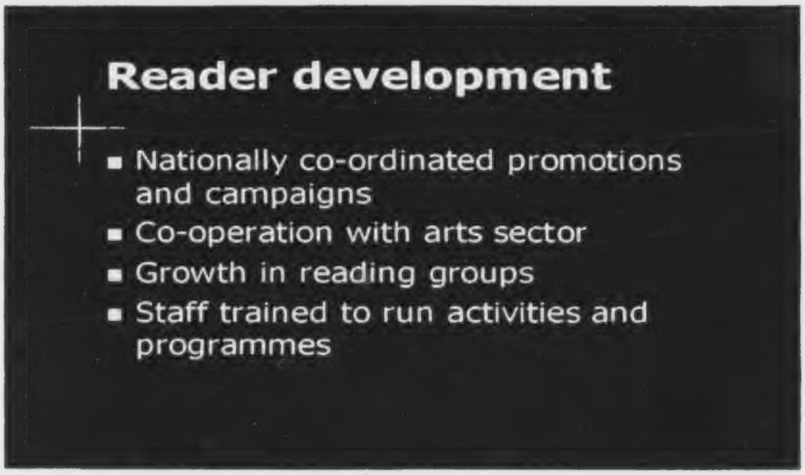
ICT

- Public access to the internet in all libraries
- Availability of office software
- Staff trained to assist
- Training courses and taster sessions
- Information resources electronically available

In terms of ICT, there has been a huge repositioning of libraries, with a massive increase in the range and accessibility services available to the public.

- By next Spring, all libraries in England and Wales will have public access to the Internet. Use of the internet for information purposes is largely free of charge.
- They will be able to offer a range of services, including access to office software, in even the smallest of libraries.
- The library workforce is being trained to European Computer Driving Licence standard, so that staff can not only use the new technology themselves, but help members of the public to use it
- The means that libraries now commonly offer training courses and taster sessions for the public, either themselves or in partnership with local colleges and other agencies.
- And a wide range of previously inaccessible resources, particularly in the field of local history, are now available in libraries and also remotely, in homes and schools, through the web.

Reader Development



Reader development

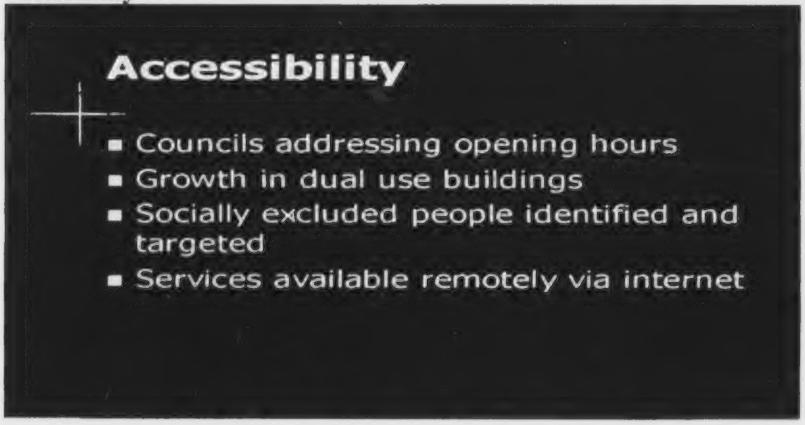
- Nationally co-ordinated promotions and campaigns
- Co-operation with arts sector
- Growth in reading groups
- Staff trained to run activities and programmes

Libraries have always been good at promoting reading and literature to the public. Previously, however, this tended to be done on a piecemeal basis, depending on the energy and enthusiasm of local librarians.

- Now we have highly professional, nationally co-ordinated promotions and campaigns, targeting different age groups and types of reader and introducing people to a huge range of fiction and non-fiction.
- We have much greater co-operation with the arts sector, with joint projects, access to funding and a better recognition of the role libraries play in the arts through literature development.
- Many, many libraries now run reading groups, aimed, again at different age groups and reader types – children, families, teenagers and retired people – and these are highly successful.
- And, through a range of opportunities and one major national project, Branching Out, we have staff who are properly trained to run not just these groups, but a wide range of reading activities, events and programmes.

Reader development is no longer seen as an extra, something to be done if librarians have time, but as key to the promotion of libraries and reading to a wider audience.

Accessibility



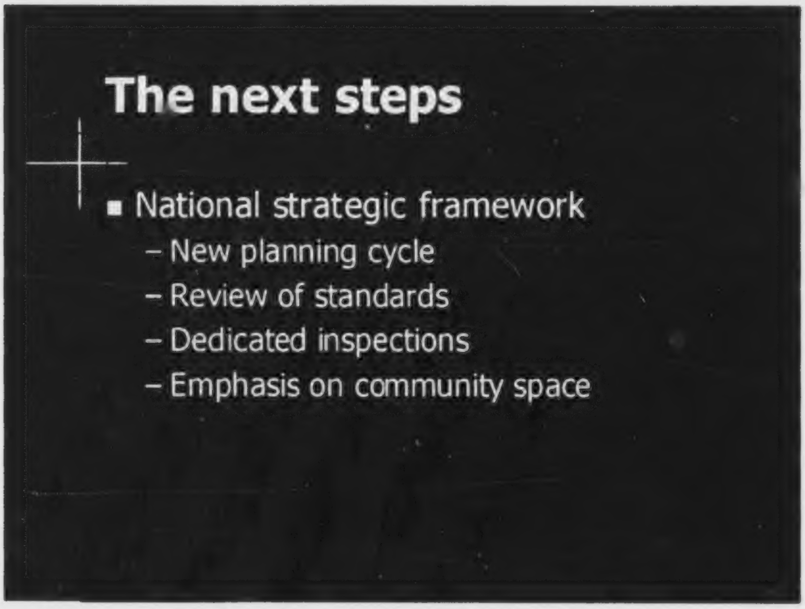
Accessibility

- Councils addressing opening hours
- Growth in dual use buildings
- Socially excluded people identified and targeted
- Services available remotely via internet

The final outcome I mentioned is that access to libraries is improving.

- Councils are now starting to address the problem of poor opening hours in order to meet the Public Library Standards and these are being extended, with Sunday opening being introduced in many authorities.
- Authorities are looking increasingly at siting libraries in buildings which are shared with other community facilities, such as health centres, advice bureaux and leisure centres. This increases the number of people who come to the building, thus exposing people to libraries who would not normally use them. It also allows some sharing of staff, which is being used as a means of extending opening hours.
- The Annual Library Plan, as I said earlier, requires services to show how they are addressing social exclusion and diversity, in line with national policy. This means that more work is taking place to identify and target people who are traditionally low users of libraries.
- And more authorities are giving access to their catalogues and the ability to reserve and renew materials over the Internet, so that services are becoming more widely available outside library buildings.

The next steps



The next steps

- National strategic framework
  - New planning cycle
  - Review of standards
  - Dedicated inspections
  - Emphasis on community space

So, this is how in England & Wales we are tackling the major issues facing library services. We are continuing to refine our strategy.

- In October, a National Strategic Framework for Public Libraries will be launched by the government. We don't yet know exactly what this will hold, but it is likely to result in some changes to our planning process, now that we have improved our ability to strategically plan development. It will include a review of the Public Library Standards, taking into account what we have learned so far and making these much more outcome based. It may introduce a dedicated inspection service for libraries, linked to the planning process. And it will place more emphasis on the role of libraries as community spaces, thus, hopefully, putting a focus on the need to improve our buildings.

It's too soon yet to say how successful we are being in terms of usage. However, if we look back at our expenditure and usage chart, we can see that the picture is starting to look just a little better. The decline in the number of visitors to libraries has slowed down in the last year.

Certainly, the strategic measures taken to address these challenges have brought about major changes in the services available to the public. So perhaps we can be cautiously optimistic that we are moving in the right direction Perhaps we can look forward to reversing the trend and raising the standards further in the next few years.

Jacquie Campbell
Js-campbell@audit-commission.gov.uk

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**089-081-E**
Division Number:	**IV**
Professional Group:	**Government Libraries**
Joint Meeting with:	**-**
Meeting Number:	**81**
Simultaneous Interpretation:	**-**

Building on sure foundations: the overlooked dimension of national information policies

Alan E. Smith
Victoria University of Wellington
Wellington, New Zealand
E-mail: alan.smith@vuw.ac.nz

Abstract:
National Information Policy (NIP) proposals from the library profession in New Zealand should in theory fit well with government strategic goals for a "knowledge society". In reality, national information policy has never been an issue on the "public agenda" in the way in which, for example, environmental policy has been.

What NIP debate there is has now been subsumed by the IT industry who have succeeded in making it an issue of investment in systems and networks, rather than in knowledge content per se.

The accumulated knowledge content of libraries in New Zealand is a national resource. It risks being overlooked as "knowledge society" attention focuses on technologies.

Formal NIPs are of doubtful value given the context of information use in a dynamic mosaic of law, business practice and cultural belief. Together these provide a viable framework for the enterprising creation and use of knowledge and no added-value unique to a formal national information policy has been demonstrated.

"The knowledge wave" is the politically-correct phrase of the moment in New Zealand. It encompasses the more formal "knowledge society" (with its connotations of a positive enthusiasm for learning) and "knowledge economy" (with its connotations of value-added products and services building national wealth). It also encompasses, in a general way, the rather more bureaucratic concepts of "national information strategy" and "national information policy".
All these terms have a power of their own deriving from the words used, from the standing of those who assert them, and from the context in which they are used. Some reflection and analysis, however, exposes the unsettling reality that knowledge (and/or information and/or data) has always been inherent in human development. The whole structure of societies or of economics, whether at the global, national, regional or local level, is based on individuals communicating with each other, on recording ideas for later use, and on arriving at decisions or at new thinking by interpreting (poorly or well) the communicated ideas.

Hence the growth of language, of symbols and, later, of alphabets and grammar, hastened along by printing, and then by broadcasting, and now by digital networking. There is a knowledge wave (i.e. a clearly observable surge of activity, or increase in size) caused by the latter – but it is only the latest of a continuing series of waves which have occurred over the centuries.

As societies consolidated into units of sovereignty and, over the last two centuries, into nation states interconnected by regional or global alliances, information frameworks developed. In New Zealand these frameworks have followed the typical "western" pattern and are codified in expressions such as: laws for copyright and patents; privacy and official information statutes; rules of judicial evidence; national archives and libraries; treaties such as WIPO; and the commercial law enabling news media, publishers and investors to trade ideas and knowledge.

The purpose of this preamble is to emphasise that in New Zealand, as in most if not all other parts of the world, strong frameworks of law, convention, and policy exist and continue to develop, to enable the creation and use of information and knowledge. In New Zealand these can be considered holistically to constitute a "national information policy" except that it has been arrived at incrementally rather than as a single strategy. The absence of this single strategic intent does not reduce, or deny, the strength, vitality and effectiveness of this mosaic of information exchanges. Just because a bundle of community activities has not been formally cloaked in a "policy framework" of the type favoured by advocates of "National Information Policies" does not mean that an effective, continuously developing policy environment does not exist. Indeed, one of the real dangers of seeking a single "National Information Policy" is that, by necessity, this would prescribe parameters and boundaries: things which are utterly inconsistent with the historical development of human knowledge and of its all-persuasive communications. The reality is that the only real examples of "National Information Policies" - policies legitimised by the State as the authoritative framework for behaviours and sanctions - are those of dictatorships which sought to restrict what information their populace could safely access.

Knowledge is an all-persuasive, gloriously porous material and any policy seeking, as any robust policy must, to define and scope it will (on the evidence of history) be doomed to failure.

Evidence of the failure of attempts in New Zealand to develop viable "national information policies" can be found in the distinct lack of interest in the concept at either community or political levels. In short, "National Information Policy" has never become a "public issue" (other than in sporadic instances over censorship) in the way in which "Environmental Policy" or "Defence Policy" has. Beyond the buzz-phrase level of "knowledge society", it has not become an item on the public agenda – partly because it is not seen to be "an issue", and partly because the existing structures enabling education, communication, publishing, the understanding of heritage, the protection of personal privacy and all the other aspects of "information" are self-evidently in place, are working as well as could be reasonably expected in a modern nation of nearly four million people, and are capable of continuous incremental improvement.

Libraries exist as one element in this existing mosaic of "information policy" and of the "knowledge society". In New Zealand, a small and geographically isolated nation, hundreds of libraries exist and have done so for decades. Millions of dollars of public and private funds are invested in them annually because they are perceived to be useful, effective, and worthwhile.

They all interconnect with each other in various ways, from structured management frameworks through to informal associations and co-operatives. All interconnect with other libraries internationally and with the huge global resource of knowledge enabled by the publishing industry. There is a valid case for increasing this investment in libraries, and for improving policies and systems. It is a case worth asserting, both at the institutional and at the national (network) level, because of the increased amount of knowledge content that can consequently be made accessible. Such increases and improvements will occur as part of the normal business and political process – a "National Information Policy" would not of itself lead to such improvements.

Since the 1980's, the case for a "National Information Policy" (and its more recent alternatives "National Information Strategy", "Knowledge Economy" etc) has been asserted by certain elements in the library sector, and has now been formally taken up by the professional association LIANZA[1]. Also since the 1980's, investment in libraries has continued to grow broadly in line with demographic and economic trends – but it has not required a "National Information Policy" to achieve this – the "Policy" already exists as a mosaic and as a dynamic enabling environment. The campaigns and policy development for a coherent National Information Policy have failed thus far to demonstrate what actual added-value it would add to this reality. What appears to have kept the policy campaign alive, in the face of such failure, is its adoption, and its adaptation, by the information technology (IT) industry.

Any discussion of "information policy" now quickly brings to the forefront terms such as "databases", "networking", "digitisation" and the prefix "e-" in front of any other word for which emphasis is sought. Technology factors, from computers in schools through to national broadband networks, have succeeded in crowding out knowledge content in such debate as there has been.

It is content, however, which has historically been the resource which has made the real difference to understanding, to learning, and to the creation of new knowledge. "Knowledge is a collective accomplishment, where new knowledge is conditional on what has come before, is rarely if ever generated by an individual in isolation, and is inflected by the cultural, institutional and physical settings in which it is produced"[2]. The history of libraries has been the history of valuing knowledge for its own sake, and of making it possible to compare, contrast and to challenge records to create new knowledge. In a "digital age", the potential ways in which new knowledge is created out of exploring and challenging the "facts" of the present are, demonstrably, increased enormously. Decades after MacLuhan first coined the phrase; the "medium" of IT and of telecommunications has become the received "message" of national information policy thinking. The place of content is, by comparison, marginalized. In the New Zealand strategy paper[1], the critical role of publishers, retailers and editors is briefly dismissed in s. 2.4.1. (iii) as "who simply [sic] reproduce and package works for knowledge content distribution". Freedom of the press, surely at the heart of any consideration of national information, gets no mention at all.

The library profession has been quick to question and to challenge the success of publishers such as Elsevier who have sought to bring value-added information to the marketplace. In contrast the profession has all too often been muted about the indifferent outcomes of the numerous IT-based projects which have failed to achieve their goals.

In embracing information management theory formed in either IT-based "information systems" work or in register-type applications, national information policy advocates in New Zealand have all too often minimalised the value of the core asset – the accumulated resource of recorded knowledge. The recent history of government libraries over the last two decades, when public policy in New Zealand has been to "roll back the state" in favour of corporate structures and of competition theory to resolve most issues, has been typified by a widespread culling of collections, and of the organizational memory which understood them. This appears to have gone well beyond the pragmatic elimination of unnecessary duplication, and has even extended to the fragmentation of the previous inter-lending scheme which enabled, in an equitable way, the library resources of the country as a whole to be utilised to the fullest extent. In a curious way, resource-sharing has become more difficult organizationally at the very same time as the means to facilitate it have improved. The subsequent closure of some government libraries, and the subsuming of others within IT-driven Information Centres, provides evidence of the failure of this policy of reductionism to ensure their viability.

Yet it is in the latent value of the resource of collections (using the word in its fullest sense to encompass content in all formats), the outcome of investment in knowledge over decades, that the distinctive competitive advantage of government libraries lies. No other sector of the information industry has the professional skills or perception to recognise this value, or to leverage it. On the eve of his retirement this year, the Chief Executive of the National Library of New Zealand noted: "The more sources of information in the network then the richer the content. For a small country like New Zealand there are huge benefits from having the information resources of the country all within a network. The country then has the ability to know itself, capitalise on its unique character and identity and use this to enrich its population through increased knowledge of itself and the world. At one end of the scale national and international networks enable entrepreneurs to convert knowledge into commercial enterprise. At the other, artists, researchers and scholars create meaning through knowledge and New Zealanders have easy access to all types of information as a part of their everyday lives.

If these ideas are important to our necessary sense of place in the modern national and international environment it is essential that New Zealand's library sector does all it can to increase and expand its resource sharing and networking. All parts of the library sector need to think through their contribution and open up their resources in ways that make the information fabric of the country an essential element in its future success". [3]

The challenge now is for government libraries, and others, to identify and leverage their own rich content so that the networks referred to can deliver the fullest return on their investment.

The accumulated historical record is the overlooked dimension of national information policy thinking. Much of it exists only in print formats and so is all too often presented as lacking the appeal or ease of digitised content, and thus of being of lesser inherent value. The creation of new ideas, of new products and of new forms of community all depends on understanding the present - and the past - influences and beliefs which shape them. This is not an easy business, nor has it ever been, as the tradition of rigorous academic scholarship shows. An IT-based view of national information policy will inevitably be skewed towards the medium and not to the content. It is content whose accessibility and understanding is the essential underpinning of any viable "knowledge society". Without a firm basis on, and primary commitment to, the value of content, national information policy and its associated rhetorical terms look set to be a formless chimera. If government libraries in New Zealand do not show leadership in leveraging this overlooked dimension, they are in danger of losing what strategic opportunity they have to influence policy development and investment towards a sustainable "knowledge society". That strategic opportunity is to champion content, and to assert the value of the accumulated records of knowledge created over time.

Unless government libraries themselves model this principle in the ways they work and in the ways they allocate their resources, they will be unlikely to differentiate themselves from the many other policy advocates asserting that knowledge-based development will result from more databases, more bandwidth and more e-words.

To asset a "Knowledge Society" is not only to set a desirable social and economic goal. It acknowledges that the world has moved from an "industrial" to an "information" economy; and that this move is probably inexorable. What this conference paper argues is that this knowledge-based future:

i) is not characterized only by massive investment in IT infrastructure.
ii) is not in essence different from the past evolution of human society, which has always used and created knowledge to survive, to prosper and to grow.
iii) is not dependant on a formal policy structure at the national level. The continued incremental development of educational, cultural and commercial principles will allow knowledge growth so long as policies which might impede the free flow of ideas are resisted.
iv) is, above all, based on a respect for, and appreciation of, knowledge content as the key driver.

Libraries have for centuries been effective champions of content, and the collective resources of the libraries represented by IFLA are a critical component of any knowledge-based futures.

The tendency for these knowledge-based futures to be positioned as (a) a matter of information technology and (b) dependent on formal policy frameworks can result in actual content being the overlooked dimension.

CONCLUSION:

The theme of this conference session is the role of government libraries in influencing, developing and implementing national information policies. The key influence will be the observable behaviour and belief set of the individual library. Government libraries have a role to model the value of the information mosaic built up over time and across cultures. If they are seen to marginalize the value of pre-digital recorded knowledge, then that resource will become the overlooked dimension of the policy. Apart from libraries, there are very few if any agencies of government which understand the social significance of the accumulated resource of knowledge in the public domain.

A powerful contribution which government libraries can make to policy development for national information policy is to assert the enduring values of librarianship: drawing together different knowledge formats, covering all shades of opinion, in a structure which enables the end-user to challenge, and to be challenged by, a range of differing data. An apparently inevitable trend of IT-based systems is that they encourage a more homogenous view of knowledge; that all the units of information are somehow variants of the same thing and can be disaggregated into interchangeable components.

Left to itself, this could result in national information policy becoming little more than a formal framework for the interchange of statistical or personal data between citizens and the various agencies of the state. While this may result in some operational efficiencies, it is not of itself going to build at the national level an appreciation of knowledge as the source of creativity. It is entrepreneurial creativity which is seen as the necessary pre-condition by those advocating "the knowledge society" as the right strategic path for New Zealand.

Finally, government libraries need not subscribe to the view that national information policy requires formal expression. Viable national information policies, uncapitalized, can be formed from the continuous interaction of knowledge-based activities, risks and opportunities. These are the actual conditions under which the creation of new knowledge in and for New Zealand will grow. The library role of gathering together knowledge, and then of enabling meaningful access to it, so that this climate of creativity can flourish, is a precious one and has been proven over decades to work. Creativity will be impeded if IT-skewed thinking marginalizes the knowledge itself to the point that it is allowed to become the overlooked dimension.

References

[1] Towards a National Information Strategy; from the library and Information Association of New Zealand Aotearoa (LIANZA) 20 February 2001 http://www.lianza.org.nz/nis.htm

[2] Knowledge, innovation and creativity; designing a knowledge society for a small, democratic country. A report commissioned by the New Zealand Ministry of Research, Science and Technology (MORST) from the Humanities Society of New Zealand Te Whainga Aronui (HUMANZ) in November 2000, http://www.morst.govt.nz/publications/humanz/Humanz.htm

[3] Blake, Christopher (2002) 'A Farewell to Arms; some reflections on my time at the National Library of New Zealand' *Library Life* 268 p.12.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: **088-081-E**
Division Number: **IV**
Professional Group: **Government Libraries**
Joint Meeting with: -
Meeting Number: **81**
Simultaneous Interpretation: -

Library involvement in state government information policy development in the United States

Barbara F. Weaver
Independent Consultant, Thompson, USA

Abstract:

This paper focuses on efforts by library groups and individuals to influence the development of state government information policy in various states in the United States, and emphasizes the need for librarians to make sure they either initiate such development or insert themselves into any existing policy development processes. Emphasis is given to accessibility for all, including those with disabilities that may prevent them from reading conventional print. Included are links to websites that may be of interest to those involved in such policy development.

Overview

Much has been written and debated for many years concerning government information policy development and oversight. Certainly since September 11 there has been increased attention paid at both the federal and state levels on the often conflicting needs of information access versus information security. Of major importance has been passage of the "USA Patriot Act", which increased dramatically the role of government oversight and management of information access. The Act has caused many librarians to express concern about possible diminution of access to government information. For details on issues relating to the USA Patriot Act, see the American Library Association website cited in Attachment A.

In the past, at both the federal level and in many of the states, there have been many policies – both written and unwritten – often available only to the agency that developed them and the clients who have tried to obtain information from that agency. More recently, due to the ubiquity of the Internet, policy statements often appear on the government websites, and the federal government is making tremendous efforts to present the various policy statements in a comprehensive fashion. At the same time, issues concerning national policy in the areas of telecommunication, copyright, and uniform codes for transmission of information via the Internet have become topics of increasing public debate. The following is a quote from the United States strategic technology policy which appears at http://www.gils.net/intro.html:

"Every year, the Federal Government spends billions of dollars collecting and processing information (e.g., economic data, environmental data, and technical information). Unfortunately, while much of this information is very valuable, many potential users either do not know that it exists or do not know how to access it. We are committed to using new computer and networking technology to make this information more accessible to the taxpayers who paid for it."

Attached to this paper are a few of the many federal and state government websites that readers may want to refer to in developing a strategy for information policy development in their own governmental area. (See Attachment A)

Historical Role of Libraries

Libraries and librarians have been leaders in developing information policy throughout the United States and particularly in the individual states. The American Library Association has been key in recommending governmental information policies, as well as serving as a watchdog group over potential threats to information access.

We are very proud of the fact that the current Superintendent of Documents, who oversees the distribution of federal documents throughout a system of depository libraries is a practicing librarian. In fact, the Depository Library Council in the early 1980's required each depository library to develop and submit to the Superintendent of Documents a comprehensive plan that included the range of documents it would collect, its policies on availability and distribution methods, its goals for increasing access, and the like.

Focus of This Paper

This paper will focus on the history of information policy development by state library agencies, and will offer in some detail the experience of one state: the state of Rhode Island, where for more than ten years I filled the position of State Librarian, and for the last five years was also the state's Chief Information Officer.

In the 1980's there was a growing realization among state librarians that it was essential to develop a coherent information policy for state governments in addition to what was being done at the federal level. At that time there was no overall federal government information policy, though there were many agency policy statements, as well as policies

relating to Depository Libraries throughout the country. The overall policy statements for this system are available at http://www.gpo.gov/su_docs/

In 1987 the Chief Officers of State Library Agencies put together a national conference to investigate how best to formulate state government information policies and what entities

should be involved in that formulation. The conference was by invitation only, to representatives from each state who had responsibility for generating, distributing, maintaining, or archiving government documents. Each state was invited to send up to five representatives from the State Library, State

Archives and/or Records Management Units, as well as other persons who might have interest or responsibility for any aspect of government documents, including academic and corporate individuals who were experts in various aspects of information resource management.

The conference attracted 140 people from nearly all 50 states. The proceedings from the conference were published [1] through the Council of State Governments and are available on loan from the Kentucky Department of Libraries and Archives. The proceedings also include papers on the process used in several states to formulate their policies. One paper specified 16 principles that should be addressed in developing any government information policy. Although these principles were developed before the Internet became a basic source of information, they remain valid. More recently, the American Library Association's Office of Information Technology Policy convened a group of librarians to update a statement of principles that had been developed in 1994. The resulting statement – "Draft Principles for the Networked World" - includes statements concerning the role of libraries in development policies on intellectual freedom, privacy, intellectual property, infrastructure, equitable access, and content. Although the statement is too long to include in this paper, it is an important document that should be read by all librarians. The full text is available at http://www.ala.org/oitp/

Results from the 1987 conference were significant. The most common result was that many state representatives recognized that they had many similar concerns, and that they needed to work together within their own states to develop coherent policies for their states. Several states – most notably Kentucky – did work out a process by which legislation was adopted, an oversight board was established and issued relating to state information policy were identified and worked on. Kentucky's current information policy statements are included on their state website and as part of their new portal www.kydirect.net.

In the 1980's, many of the agencies had developed information policy statements relating to their own particular areas, but there had not been any consistent effort to make sure that these policies were compatible. For example, the records management people had developed records retention schedules for documents generated by government agencies, and the archives people had developed policies with respect to the types of materials and formats that should be kept in perpetuity. These groups had worked together for a long time, and were consistent in their approaches; however, the growing use of electronic media for information generation had caused them to begin to review their policies to determine how well they fit the new formats. At the same time, the information technology units in state government were generally much more concerned with information security than information access, and at the time were almost universally of the opinion that policies relating to information generation or retention were the responsibility of others.

My Efforts

At that time I was State Librarian in the state of New Jersey, and I tried to have legislation introduced that would permit an overall approach to information policy. This would have been particularly opportune, since the State Library was a part of the Department of Education, which also included the State Archives and Records Management Program, the State Historical Commission, and the State Museum. We did work together informally, but I was unsuccessful in developing anything more formal.

---

1. Gateways to Comprehensive State Information Policy, James A. Nelson, Editor, Lexington, KY, Chief Officers of State Library Agencies through the Council of State Governments, 1987.

From New Jersey, I moved to Rhode Island as the Director of the Department of State Library Services. I remind you that the Internet was not available to most of us at that time, and that electronic communication and documents in electronic formats were just beginning (at least in Rhode Island) to become common. At that time, the library system in Rhode Island was the only comprehensive statewide governmental network that allowed communication and transmission of information electronically throughout the state.

Rhode Island Activities

In 1995, I proposed that the state establish the position of Chief Information Officer with responsibility for both library services and information technology. As part of this effort, I also proposed that the state establish an Information Resources Management Board (IRMB), with oversight responsibility for developing a statewide information policy. The language of the proposed law was similar to that implemented in Kentucky nearly ten years previously. The Governor and the General Assembly approved the concept and both the IRMB and the CIO position were authorized in the 1996 session. The language of the current law appears on the IRMB website http://www.irmb.state.ri.us. The original language specified that the CIO must have a graduate degree from an accredited school of library science. This requirement is common in university settings, where the responsibility for library services and information is often joined under one administrative head. In state government, however, this was the first time this combination of administrative functions occurred, and the requirement for a library degree was included. Unfortunately, the educational requirement was dropped as part of a budget review process a couple of years ago, and it may never be restored.

Because I had been influential in developing the idea of the IRMB and the CIO, I was asked to take on the CIO position, and to be the initial chair of the IRMB. The makeup of the IRMB included state government employees from both the Executive and Legislative Branches (the Judiciary was not included, though in recent years there has been consideration of adding them), local government officials, users of information technology, and representatives of both elementary and secondary education, and the higher education establishment. Note that the name of the IRMB included the term "information resources management", not just information technology management. This was deliberate, though it continued to be difficult to make sure that all concerned – both the IRMB members and others in state government – understood the difference.

The IRMB early on developed a website to display information about its operations. Its first task was to develop a five-year plan for coordinating the information technology system in the Executive Branch of state government. The current version of that five-year plan together with yearly statements of accomplishments and issues appears on the IRMB website.

I should mention also that I was fortunate that I was able to assign a person who had been the head of library development in the former Department of State Library Services to be in charge of the Information Technology Unit within my administration, so it was possible to inculcate the principles of universal access to information into the Information Technology staff.

Accessibility Policy

Several policy statement have been developed and adopted by the IRMB, of particular interest being one concerning accessibility of state websites by people with disabilities. This area is a contentious one in the United States, with such organizations as the National Federation for the Blind and the World Wide Web Consortium (http://www.W3C.org) mounting national and international efforts to assure that people with disabilities have equivalent access to electronic information. Rhode Island has adopted a policy statement that requires each state government website to be handicapped accessible ("Bobby compliant") (see policy statements on IRMB website cited above). All state websites have been checked and either found compliant or working on steps to become compliant. Each Bobby-compliant state website contains the Bobby logo (see the IRMB website for an example of the Bobby logo). State library agency staff also convene webmasters from many state agencies to conduct continuing education sessions, to share information on issues, and to assure continuing compliance with accessibility policies.

Cooperative Efforts Among National Organizations

During the past few years, there has been a growing amount of cooperation and coordination among the national organizations responsible for library services (COSLA- Chief Officers of State Library Agencies), information technology (NASCIO – National Association of State Chief Information Officers), records management (NAGARA – National Association of Government Archives and Records Administrators). In fact, the three organizations in 1999-2000 issued a joint statement endorsed by each of their executive boards, affirming their support for a coordinated approach to what has been called a "government information locator service". The joint statement is attached to this paper (See Attachment C). A government information locator service is a portal for government information whereby the person searching need not know the intricacies of the government bureaucracy, but through a system of metatags can get the name and other information about a given document merely by putting in a few keywords. In Rhode Island, this locator service is called "Find-It! Rhode Island" (http://www.find-it.state.ri.us), and is the result of more than 25 state agencies agreeing to metatag all their new documents for easy access. Again, each Rhode Island state government web page has the "Find-It! Rhode Island" logo on it so that users can click immediately to it if they need access to a document.

Process in Rhode Island:

The state library agency (Department of State Library Services- DSLS) was the originator and advocate for a statewide information policy. The first step was to introduce a legislative mandate. We were fortunate that we had the Kentucky law as a model. We were also fortunate that the General Assembly (the state legislature) was accustomed to having new advisory boards and commissions established and that they were beginning to recognize the need for some update of the information technology available through the state. Also fortunately, DSLS already had a positive reputation with the legislators for moving forward with electronic information, since DSLS had been influential in establishing the statewide electronic library network to which public libraries in each municipality were connected.

The proposal was passed into law during the 1996 legislative session. Once the law was established, we established several ongoing and adhoc committees to work on such items as the five-year plan for information resources management, priority issues relating to policy development, and a staff "working group" to look at issues relating to internal capability to do the necessary work. Another internal group is the Webmakers, which consists of volunteers from the various departments in all branches of state government. This group meets regularly to share tips on how best to present information on the departmental websites, as well as problems individuals have encountered on which they need assistance. This group was influential in developing the accessibility policy adopted by the IRMB, and in making sure that all state agencies were compliant.

What we did not do adequately was publicize what the CIO and the IRMB wanted to accomplish, and get "buy-in" from several of the essential players, particularly those who controlled the funding of information resources. However, we have been able to establish overall statewide information resource management policies, and standards for technology equipment acquisition and use by state government. Access to state government information has increased enormously without compromising internal security.

Recommendations:

Regardless of what agency has or has taken on responsibility for developing an overall government information policy in a specific agency or government, I strongly urge that librarians push their way into the process. If nobody has taken on this responsibility, the librarian should. Keep pushing. In the United

States it is often the information technology people who begin the process. Although NASCIO has recently switched its allegiance to information access rather than exclusively to information security, there are still many workers in the field who believe the old mantra that "information is power", but meaning that "If I have the information, I have the power", and if I give you the information, you will take the power away from me. Many people also still are convinced that information is a zero-sum game; that is, that if I give you information that I have, I will no longer have it. It is important to keep pushing the idea that sharing information is a win-win situation whereby everybody benefits.

I also recommend that you get as many powerful allies as possible before initiating any major effort. In most states, the Governor is the most important ally that one can have. In the United States the trend in recent years has been for the Chief Information Officer to be attached to the Governor's office for policy development. In Rhode Island, the CIO/State Librarian was a senior executive in the Department of Administration, responsible for information resource management in all Executive Branch departments and agencies. I was also fortunate that I was able to persuade the Governor to appoint me to his Cabinet so that I could regularly attend his Cabinet meetings. This was most helpful in both my ability to provide information to him, and in my visibility to other Cabinet members, who included the directors of major departments as well as members of the Governor's staff.

Whether or not there is an official CIO in your governmental entity, you should become involved in all discussions on information policy, whether they are initiated by you, by the information technology specialist, the archivist, the records manager, or any other entity. This often means stealthily finding out who is discussing policy issues, and inviting yourself to attend their meetings. It is much easier to be the person initiating the meetings, as then you can direct the subject matter, but if you can't be the issue generator, you must be seen as an essential part of the discussions.

I was also fortunate that, as CIO for the state, I was an official member of NASCIO, and was able to schedule a session at their annual conference on cooperative activities in several states between the state library and the information technology operations. This session turned out to be one of the most popular during that conference, and would not have occurred without a librarian suggesting it.

An important part of becoming involved is to make sure that other players recognize the librarian's expertise in organizing information and putting it together in a form that is easy for the user to find and comprehend. Many governmental entities in the United States are committed to the idea of a "portal", but without the kind of analysis and understanding that librarians have always been expert at, these portals can be just as incomprehensible as government information has always seemed to lay people.

So my strongest recommendations is, as the National Organization for Women used to urge its members,

BE THERE!

This is the most important recommendation that I can make. Be sure that you are notified of every meeting that discusses information policy, and get to be known as the information policy advocate. To the extent possible, try to be the originator of those meetings. That way you will assure that you are involved and have a leadership role in your government's information policy development.
Finally, I would like to quote from the poet T. S. Eliot, in his poem *Choruses from "The Rock"*:

> "…Where is the wisdom we have lost in knowledge/
> Where is the knowledge we have lost in information…"[2]

Librarians are the advocates for maintaining the path to wisdom through knowledge and information.

---

2. Eliot, Thomas Stearns, The Complete Poems and Plays 1909-1950, p. 96; Harcourt 1952.

ATTACHMENT "A" - Websites with Links to Government Information Policy

Federal

http://www.firstgov.gov
    Portal for access to federal and some state government information
http://www.gpo.gov/su_docs/
    Policy and other information relating to federal depository libraries
http://www.itpolicy.gsa.gov/
    Includes links for federal accessibility policy, membership of the federal CIO Council, and many information technology policy documents

Other National

http://www.ala.org/washoff/patriot.html
    Contains detailed information about the USA Patriot Act and issues relating to information access as a result
http://www.ala.org/oitp
    Includes draft principles concerning libraries' role in information policy development as well as much other valuable information
http://www.w3c.org/WAI/
    Contains information relating to accessibility issues. WAI stands for Web Accessibility Initiative.
http://www.arl.org/info/frn/gov/govtoc.html
    The Association of Research Libraries' website includes up-to-date information on issues relating to access to government information following the September 11, 2001 terrorist attacks.
http://www.cosla.org
    Contains information about the 50 state library agencies in the US.
http://www.nascio.org/aboutNascio/profiles
    Contains links to state websites, many of which include state information policy statements
http://www.nagara.org/publications.html
    Lists publications of NAGARA, many of which include policy statements relating to government records

State of Rhode Island

http://www.RI.gov
    Portal for state government information and interactive online government transactions
http://www.irmb.state.ri.us/policies.htm
    Official website for the Information Resource Management Board policies
http://www.info.state.ri.us/minimumstandards.htm
    Contains Minimum Standards for Rhode Island Websites to assure accessibility for the largest possible audience
http://www.find-it.state.ri.us
    Portal for published state government information

State of Kentucky

http://www.kydirect.net
    State portal for access to interactive services and information
http://www.kdla.state.ky.us/links/govtech.htm
    Links to sources of information and policies relating to information technology in Kentucky and elsewhere

BEST COPY AVAILABLE

ATTACHMENT "B" - Policy Statement Concerning Government Information Locator Services

ELECTRONIC ACCESS TO GOVERNMENT INFORMATION THROUGH GOVERNMENT INFORMATION LOCATOR SERVICES

As technology continues to leverage human effort in new, exciting, and productive ways, citizens increasingly look to their governments for additional information, services, and assistance in accessing government information. This complex set of services requires expertise in the structure and nature of information, hardware and software applications, and the dynamics of public service. Access to government information is most effective when government officials with these specialties join forces. In recognition of this desired collaboration, the membership of Chief Officers of State Library Agencies (COSLA), National Association of State Information Resources Executives (NASIRE), and National Association of Government Archives and Records Administrators (NAGARA) formally express their desire to collaborate in ways that make best use of their talents and skills, to insure broad and effective electronic access to government information.

As part of achieving this goal, we jointly recognize that:

1. Public electronic access to government information is a priority to which governments must commit. Government agencies must cooperatively pursue opportunities to increase and enhance public electronic access to information. Government information locator services are an effective approach to connecting people with their governments. For such an effort to succeed requires standards in content description, hardware and software, and the life cycle of information. The most successful programs proceed when professionals in those areas work closely together to deploy a superior product.

2. Successful access requires the application of the specialized and complementary disciplines and skills of library science (content management), technology (equipment and software management), and archives and records management (information life cycle). Partnerships among these disciplines are vital.

    - State library agencies have a role in assisting agencies to publish, inventory, and index public information. They lead in the dissemination of government information through indexing, abstracting, and research services and training the public in the use of technology. Their expertise in direct public service is critical in the design of projects, services, and software applications.
    - Central information technology agencies have a role in determining or designing the hardware and software applications that most effectively connect citizens with information. They exert leadership in determining software and hardware standards and in helping train agency personnel in the application of technology to agency operations and services.
    - Archives and records management agencies have a role in managing government information through its life cycle. They lead in setting information management standards, assisting agencies in information management, and training agency personnel in information management.

Given the principles above, we jointly conclude that:

1. States should pursue government information locator services within a fully collaborative partnership among state library agencies, information resource agencies, and state archives/records management agencies.

2. State librarians, chief information officers, and archivists should work together to develop indexing standards and controlled vocabularies. Such efforts will maximize interoperability among government information locator services systems and enhance wider discovery of information by citizens.

--Adopted by COSLA — October 1999
--Adopted by NASIRE — January 2000
--Adopted by NAGARA — January 2000

BEST COPY AVAILABLE

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**115-082-E**
Division Number:	**VII**
Professional Group:	***Reading Section***
Joint Meeting with:	**-**
Meeting Number:	**82**
Simultaneous Interpretation:	**Yes**

The public library and the reading experience

Bob Usherwood & Jackie Toyne
University of Sheffield
Sheffield, UK

Abstract:
Data from a research project on the value and impact of public library book reading have provided insights into the role of the public library in the reading experience. The principle of equity of access was seen as crucial, in that it provided everyone with the opportunity to encounter reading material. Respondents also compared the buying and borrowing experience. Several described how borrowing encouraged them to take risks with their reading. Others favoured borrowing on ecological grounds. The bookshop was described as a "consumerist experience" whereas the library invoked a feeling of citizenship.

Respondents regarded the range of stock on offer as a crucial factor. A good library allowed people to experiment with their reading. This was not perceived to be the case in all services, and there was some criticism of the literary and physical quality of the material on offer. The range of stock was also crucial to another library activity; that of browsing. Respondents also described the library as a place, and identified intangible benefits provided by the service. In analysing the data it is clear that, for many, the positive factors outweigh the negative but that the library experience can comprise both.

Note for readers

In this paper, quotations provided during the course of the research have been included to illustrate the findings. These are presented verbatim and consequently will not always be grammatically correct. Punctuation has been added, it is hoped in a way that is faithful to the delivery of the dialogue, to make the text more readily intelligible to the reader. Information was given in confidence, and therefore statements are presented anonymously. However, in order to enable readers to follow a particular line of argument, and provide some basic demographic details, while at the same time respecting the trust of respondents, the following system has been applied:

Library Authorities are given a number 1 to 12.
For focus group participants the following applies:

- Male=M Female =F
- Age groups:
  18-21 = 21
  22-29 = 22
  30-44 = 30
  45-54 = 45
  55-64 = 55
  65-74 = 65
  75–over = 75
- Group number as allocated by the research team

Data from an AHRB (Arts and Humanities Research Board) funded research project (Toyne & Usherwood 2001) on the value and impact of public library book reading have produced some fascinating insights in to the role of the public library in the reading experience. Interviews with library professionals, and focus groups held with readers and non-readers, have provided evidence on the value of reading, and the role of the public library in providing public access to a range of material. The data on why people read have been considered elsewhere (Usherwood &Toyne 2001) and the present paper is primarily concerned with the role played by the public library in the reading experience.

The library as a place

The data show that the library can affect the reading experience even before people pick up a book. Several participants described how their journeys into imaginary worlds began as soon as they went through the library door.

- *It was a magic world to go into the library, it still is. Those rows upon rows of books. [M/65/27].*

It is clear that a well- stocked public library can be a visual stimulus to the reading experience.

- *It's seeing all those shelves of fiction that excites us. [F/45/12].*
- *It [the library] tends to act as a stimulus. [F/55/13].*

In addition the visual impact of the library, including the image of readers browsing along the shelves, can help encourage a culture of reading. In the words of a parent:
it's really exciting for [children] to go and have an experience of a place where there's lots of books. They see other readers as well. I think it engenders reading into their culture. [F/30/7].

The libraryness factor

Respondents went on to discuss the intangible benefits provided by the library. In a sense, their explanations re-inforce what other commentators have termed the "libraryness" factor (Greenhalgh et al.: 1995). One described how, many years ago, a Shropshire library had turned the reading experience into a total experience.

I would go to this branch library, which was a red brick slated roof, single story piece of Shropshire. It looked a bit like a mortuary. Through these dark streets, inside to a sort of haven. It was warm, there were two burning cast iron stoves, there was a light at the end and it was quiet. So there were these conditions of comfort: warmth, light and quiet. And an eccentric librarian who looked like he'd been drawn out of "Through the Looking Glass". All of which added to an experience and I think it was and is for me a total experience. [M/65/27].

At other times the library was compared to the home with people saying.

- *I'm at home here; I'm welcome here. [M/45/13].*
- *It has such amenities and stock, I feel at home there. [F/65/21].*

A sense of home or belonging was invoked in various ways. For some, it was simply the fact that:

- *We can sit down and try a book out. [F/55/9],* [and that] *-Everyone is welcome; you can spend the whole day in there. There's space for you to sit. [F/45/19].*

Other respondents were more critical. The lack of cloakrooms was mentioned frequently by those who had care of young children. It was also a common view that coffee bars or the facility to get a drink should be more readily available in libraries.

- *It's so much more pleasurable if you can get a drink in a coffee bar in the library. You can really take your time then. [F/45/5].*
- *Libraries need to have coffee bars away from the shelves where people can test the books. Also, they could then chat to other readers. (Arts & Cultural worker [3]).*

Library buildings were sometimes viewed negatively in comparison to other providers of leisure pursuits. Several felt that they can sometimes appear to be intimidating to a non-user. The poor image of some libraries was mentioned as a reason why people did not read or use the library. Those who were library users felt that the stereotypical view was not entirely accurate but recognized nonetheless that such negative images could be powerful and inhibit people. A bad experience might be enough to prevent people from ever returning. Two things were seen as crucial. The attitude of staff and the layout of the entrance to the library.

Equity of Access

The people who took part in the research placed great emphasis on the public library's principle of equity of access. It was seen as critical in that it gave everybody an opportunity to participate in the reading experience. In the words of one:

- *... it doesn't matter who you are, or what your background is, you are able to enjoy what the library has to offer. Everyone is treated the same. Everyone is given a chance.*

This opportunity was regarded as vital in the formation of the reader and in helping to establish the reading habit from a very early age.

- *I joined the library when I was eight years old. I used to spend all of Saturday mornings there choosing my three books. I loved it. It's a habit that has stayed with me. [F/55/6].*

This free access was seen by many as crucial in maintaining a love of reading. They felt that if they could only buy books their reading would be far more limited. Purchasing books was simply beyond their budget.

- *It's too expensive to buy books; I can't afford to buy them*. [F/65/23].
- *I can't afford them; it's as simple as that*. [F/55/17].

Even some of those in rather better economic circumstances admitted that they could not afford to buy at the rate at which they read, and that without the library their reading experience would be greatly restricted.

- *From a merely financial point of view, I couldn't possibly afford to buy all the books I want to read. [M/45/13].*
- *I like the fact that I can get a large number of books out in any one visit. I always take the maximum number*. [F/55/27].

A public librarian confirmed that:

- *It's the fact that it's free. If you just stood in the library and saw how many people came in, it was like panic buying before Christmas. People come in and they say that they want a good supply of books to tide them over the holiday. People really feel that they need something to read. [5].*

All of the respondents commented on the value of the free service but many felt that the introduction of charges into other parts of the service was a prohibitive factor. For instance, there was widespread agreement that fines could have a negative impact. Some felt that they restricted their reading experience. The fear of returning books late, and subsequently being made to pay, made them reluctant to borrow. For others, the cost of the fine was psychological rather than economic. Respondents felt that the introduction of fines meant that they were being punished by the service. This was viewed very negatively.

- *I was always in trouble for being late. I was made to feel guilty. [F/30/10].* There was also some criticism of reservation charges, in particular the time taken to satisfy reservations and the operation of concessionary rates.

In addition to the economic barriers, physical ones can also be a crucial factor in determining the usage of the library. Often, these were discussed in relation to physical access into the building. One respondent had undertaken a taster course on the enjoyment of literature. It had been designed for people with disabilities but of the eleven people who took it, seven experienced difficulties getting into libraries and had been unable to access books. She observed:

there's a huge potential for people, for disabled people to get into libraries if they are accessible and that's one of the things. I think if you are looking at libraries, [you wonder] is it wheelchair friendly and accessible? They can't see, they'd probably find it hard to hold books. [F/45/7].

In addition, respondents felt that reduced opening hours restricted their use of reading material. In line with other research (Proctor, Lee and Reilly 1998), this was seen as a particular problem by those in full time work. The reduction in opening hours was recognised as a problem across all of the interview groups. The location of the library was also shown to have an impact. Many respondents described how the fact that a library was nearby had helped to establish their reading habit.

- *Well, I think with it being near, it's there for us and if it wasn't here you probably wouldn't read as much. [M/45/13].*
- *I joined the library when I was quite young. I used it an awful lot, most Saturdays, because it was only five minutes away. It was handy. [F/55/6].*

In particular older members of the community

need .. local libraries for physical reasons. As we've got older we're losing so much of the things that matter in life... we need the local ones. [F/55/23].

- *It's difficult to catch a bus into town. The books are so heavy I can only manage two at a time. I come here about three times a week. If I had to do a trip into town I'd only get two books a week. [F/65/25].*

Recent initiatives taking reading beyond the walls of the library were regarded very positively. To some extent they were seen to reduce the impact of reduced opening hours. In addition they were regarded as a valuable in attracting new people to reading. An arts worker described how she had:
taken books into factories and offices. Members of staff are able to choose in their lunch hour. For some, this service is in addition to them visiting their local library. For others, it has established them as library users. They are reading more than they otherwise would do. I've had really positive feedback. [3].

Users also welcomed this extension of the library service beyond the library building and felt that it was something that should be developed. One woman who found out that she could get books at the health centre stated:
That's great 'cos it's open five days a week from early morning 'til about six. I even joined the library there. The kids love it and also it helps when they go for health check-ups and injections. The health centre is more of a fun place for them now. [F/30/19].

The housebound service was also regarded as playing an invaluable role for those who were no longer physically able to visit the library. As one respondent observed

- *I wouldn't read very much if the library didn't bring the books to my home. I'd just sit here twiddling my thumbs all day. [F/75/8].*

Some had only started using the library service as housebound users. They had seen the library delivering books to neighbours and had been introduced to the service that way. This led them to develop the reading habit in later life.

- *I didn't read much and then when my husband died, I was quite depressed. I'd never been in a library but Grace said why don't you read so and so. I'm not a great reader but I enjoy a novel once a fortnight and I just like knowing that there's a new book there if I want it. They come every couple of weeks and it's a good service. [F/65/8].*

Although the housebound service was generally held in high esteem, there was some criticism that it is not sufficiently promoted. Three of the authorities included in the research served large rural populations. Consequently, the importance of the provision of the mobile library service was stressed repeatedly. Users and policy makers alike described it as a vital aspect of the service.

The Borrowing Experience

When discussing the act of choosing a book, respondents often compared the buying and borrowing experience. Recent commentators have examined the relationship between the two experiences, and explored the situations in which people would choose one as opposed to the other (Sumsion 1992; England 1992; Book Marketing/Reading Partnership 2000; Bolam 2000; Mann 1971). As indicated earlier the fact that material is available free of charge clearly influences the borrowing experience. *Reading the Situation,* suggested that the other most commonly given reason for borrowing as opposed to buying books was that people "don't have space for all books [they] want to read". (Book Marketing 2000:119). The respondents included in the Sheffield research confirmed this finding. One remarking:

- *My house is full, the shelves are packed twofold and there is no more room. [F/45/8].*
- *I've got shelves in just about every room of the house, but we are struggling now. My husband has told me, no more ... [F/45/12].*

BEST COPY AVAILABLE

For these people, the library fulfils the important function of supplying a large quantity of books that they can read and return without problems of storage. Some indicated they felt good about borrowing on ecological grounds, as it was a form of recycling. A view repeated recently in the *Financial Times*, which observed: "Think how many trees we have to destroy in order to have our very own copy of most books. And think how daft that is when we spend so little time reading them" (*Financial Times* 2002).

Several participants in the study also described how the ability to borrow encouraged them to take risks with their reading. Others used the library to help them decide whether or not to purchase a title:

- *I tend to use the library as a first sift through literature. I then buy them. [M/30/26].*
- *Sometimes I borrow from the library, and it makes such an impact on me that I can't bear to return it. I fear being bereft of that experience, so I have to go out and buy it. [F/30/7].*

An independent bookseller felt that by referring his customers to the library for a "free trial", he was assisting them and ensuring good customer practice,

- *If they are not sure I tell them to go to the library and try it out. If they enjoy it they usually come back and buy a copy. But it saves them money. [M/55/6].*

For many respondents the library was the preferred place from which to obtain reading material. They felt that they: *belong in a library,* [observing that] *they are not as intimidating as a bookshop. [F/55/13].*

However, times and behaviour are changing and some of the modern book superstores now encourage people to stay through the provision of easy chairs and coffee. Writing from an American perspective Miller (1999) states that, these "superstores…not only carry an impressive number of titles, but have also adopted the rhetoric of community service". A recent dissertation at the University of Sheffield examined this matter further and suggests that middle income users are decreasing their use of the library and increasing their use of the bookstore. Income appears to influence the extent to which each site is actually used. The library and the bookstore may be acting as "community space" for different communities largely (although not wholly) separated by income. (Cartwright 2001)

For many people the essence of the public library experience was:
The fact that there's such a wide stock and it's available, [and] *the effect that has on our reading experience is immense as in contrast to a bookshop, however big it is.* It was felt that, the *relationship of a book you can pay for is totally different to what we're describing which is to walk in, and select any book that they want.*

"you go into a bookshop, yes to browse to a certain extent, but they're a business, they obviously want you to buy something…
On the other hand the library was regarded as: *a very multi-dimensional cultural experience, as opposed to going into a bookshop and having a money transaction. That's a consumerist experience. [13].*

The people engaged in that discussion identified going into a bookshop as a "consumerist experience" while the public library was perceived to promote "an idea of citizenship above that of the consumer" (Greenhalgh, et al. 1995: 57). Several respondents felt that they had greater power as library borrowers, in the sense that their reading requirements were the most important factor to be considered. Whereas:

- *When I go in a bookshop I check to see what I can afford. That is a big part of my decision. In a library my decision for choosing to read or not read a book is fundamentally different. I dictate the choice, not my wallet. It is a much more satisfying experience. [F/30/17].*

Range of stock

A further crucial element offered by the library service is the range of the stock on offer. This range of material was perceived to encourage people to experiment and take risks with their reading. It enabled readers to develop and grow because:
it is economical to try out books in the library. They are not wasting their money. They are safe to try out new books or authors. (Library manager [1]).

- *It broadens what you read, I've read new writers, I wouldn't have done if I had to pay everytime. [F/45/2].*

Observations that confirm Mann's statement of three decades ago that: "The great advantage of the library is the wide range of novels available for choosing and the fact that failure-choosing a novel that the reader does not enjoy costs nothing." (1971:15)

An Arts and Cultural worker participating in the study argued that:

- *Libraries are vital in ensuring that people experiment in their reading. I've run readers groups and people are adamant that they won't like something. You persuade them to read it and they love it. Choice and availability is vital, as otherwise people would get very bored. Readers change, so they need the range to assist them in their changes. [2].*

Indeed several respondents felt that through taking such risks they had progressed as readers. Usually this progression was from popular fiction to what they regarded as a more challenging read. As Michael Grade has argued, "Public Service involves taking risks to make it relevant for people's lives. It should not be wall to wall instant gratification … there is the capacity to do much more than that!"[1] He was talking about public service broadcasting but the same applies, or should, to the public provision of reading.

Sadly this was not the case in all the authorities included in our study and there was some criticism of the literary and physical quality of the material on offer. In one library, although the service stocked a wide range of popular material, it was not felt to cater for those who sought a more challenging read or "aesthetic escape". In another authority, the focus group members criticised the physical quality of the stock available to them. Indeed it is true that for a brief period, especially in the 1980s and early nineties the range of stock available in many UK public libraries was narrowly populist. This was, in part, the result of a reduction in public sector budgets, which often led to reduced book funds, and the market orientation of the times which frequently caused performance to be judged in terms of book issues. At that time public librarians, "in a welter of management speak, ICT and strategic plans, possibly may just have forgotten the importance of reading and its development" (Conway 2001). However, reading and reading development is now very much back on the professional and political agenda, and it is increasingly being promoted in school and public libraries.

When stock is allowed to deteriorate, there is evidence that people loose the library habit. A focus group from one of the authorities described above comprised twelve members, ten of whom had been regular users of the service. However, only two now used the library. A recent MORI survey also found that the poor quality of library stock was a major issue among users and non-users. (Audit Commission 2002). Cartwright's research (2001) suggests that while public library stock is valued for its archival nature, it is also frequently perceived as either dated or narrow. On the other hand the majority of her respondents referred to bookstore stock in positive terms.

---

[1] Michael Grade's comment was made during an *Off the Shelf* literature event in Sheffield on Wednesday 20th October1999.

Browsing

The range of stock is also crucial to another public library activity, that of browsing. This is an activity that benefits people in different ways. As one respondent observed:

- *There's a certain independence of wandering up and down the shelves, and wondering about looking at this, that or the other, and then making up your own mind. [F/55/19].*

Previous research confirms that browsing plays a major part in the reader's selection of reading matter. It is also is an activity that readers find pleasurable (see Goodall: 1989; Jennings & Sear: 1986). As one of our respondents admitted:

- *I can spend hours just looking or browsing, I think you find the best book for you that way. [F/45/5].* Through browsing, readers are able to satisfy their desire to select something to take home with them that day (Lee1996). There is also what one of our respondents described as, *that lucky dip element of picking a book off the shelf and being absolutely enchanted with it. [F/65/12].*

For others, the range of stock enabled them to satisfy a particular reading requirement.
Several respondents described how at times, their reading needs were determined by their mood. The choice of reading to suit a particular mood was something that fascinated the designers of the Book Forager initiative. This has attracted a good deal of media attention. Not least because Britain's increasingly downmarket newspapers found it helped people to seek out a "sexy" read. In partnership with Applied Psychology Research it resulted in a web site, which enabled a potential reader to select a book which matched her or his requirements. The web page, " offers an easy way to find the kind of reading you are looking for. ...For example if you want a happy read click on the Happy/Sad bar. ... The best matches will be given first...Forager is also able to start from an individual book title and search for mood matches".

Users also described how, in more traditional ways, they obtained a particular title or pre-planned choice through the library stock. Often, the title would not be available directly from the shelf but they would reserve it. They drew satisfaction in knowing that the range of stock was such that they could obtain the required material. An added strength of the public library book is that it enables continuing availability and extended choice over many years. Several respondents used the library to obtain out of print stock, which would otherwise be unavailable to them. One confessing:- *Some of it is very obscure, but because of the library I know I can get my hands on it. It's a real source of pleasure. [F/45/12].*

At the other end of the spectrum, other respondents wanted the opportunity to see books by new writers. They felt it important for new authors to be given an audience through the library and for libraries to support creative output. They emphasised the responsibility of the library for displaying new work
for people ... to experience. If there were no libraries writers who barely exist now ... would cease. Libraries are a way of getting their books into all corners of England. [F/55/13].

Social activity

Previous research (Linley and Usherwood 1998) has suggested that the library can bring social cohesion to a community, and this was reflected in the present study. It demonstrated that obtaining books from the public library satisfies both an individual interest and a social purpose. The library was described as something:

which makes a community a community. There's nowhere else we can go which is a public place for books and information like that and I feel we would have a much more fragmented community without a provision like that. Even if you're not using it on a daily basis I know I can go to a place where people have got books and kept them dry clean, and safe and I can go and use them when I want to ... [M/30/7].

Respondents also described how the library helps them to overcome social isolation. For instance, several described how when they move home, one of the first things they do is join the library and take out some books.

- *When I moved here, on the second day I took the kids down to the library. The house was in chaos but it was important. I feel that the library orientates you in the community. It's the heart and once I joined I was able to settle. [F/30/5].*

For another reader using the library invoked the feeling of citizenship. This particular person had been medically retired and was having difficulty coming to terms with being ill. Having been used to having a full and active life she felt that she had lost much of her purpose to life. Recently the housebound service had started delivering books to her. The difference this made to her was considerable.

- *When I was well I used to use the library all the time. Now they bring the books to me at home ... it's really helped as I feel that to some extent I am still functioning. I've still got something to offer and I feel like it's bought me back into society. [F/45/8].*

A real world statement that supports the view of a recent commentator that, "we are brought closer to other members of our community through the very act of sharing books with them" (Financial Times 2002).

Summary

This paper has been concerned with what might be described as the uniqueness of the library experience. It has not dealt in great detail with the role of staff. However the data in our report, and the practical knowledge of professionals and users, suggest a significant role for librarians as intermediaries in the reading experience. Moreover they can enhance that experience via reader development, fiction promotion and other activities. There is not time to go into further detail here, but such topics are considered more closely in the full report of the project, *Checking the Books*. (Toyne & Usherwood 2001)
The research indicates that the public library makes a significant contribution to the reading experience of individuals and communities. Despite the introduction of new services it is still regarded as being as synonymous with books, and as the natural place for readers, and those who wish to develop their reading. For many the public library is still the preferred provider of imaginative literature, although it cannot afford to remain complacent in the face of competition from book superstores and a range of other organizations. Although the positive factors outweigh the negative the data do indicate that the experience can include both. That having been said there can be little doubt that by providing public access to works of imagination the public library is seen as offering additional benefits, real added values, which are rarely matched elsewhere.

References

Audit Commission (2002) *Perceptions of libraries. Desk research conducted for Audit commission.* Audit Commission.

Bolam, F. (2000). *Buy, Borrow, or Beg? An investigation into how fiction readers get their books.* MA, University of Sheffield.

Book Marketing Ltd & The Reading Partnership (2000). *Reading the Situation ~ Book reading, buying & borrowing habits in Britain.* London: Book Marketing Ltd. (Library and Information Commission Report no. 34).

Cartwright, H. (2001) *A sense of place: an investigation into the impact of the book superstore environment on the use and perception of the public library as a place and experience.* MA Librarianship Dissertation, Department of Information Studies, The University of Sheffield.
Conway, P (2001). Foreword to Train, B & Elkin, J. *Branching Out. Overview of evaluation findings.* Centre for Information Research, University of Central England

Financial Times (2002) FT Weekend – The Front Line: Libraries are more than a place to borrow books. http://news.ft.com/search/article.html?id=020525001335&query=%22librarie (accessed 28. 5 02)

England, L. (1992). *Borrowing Books: readership and library usage in Great Britain.* London: Book Marketing. (British National Bibliography research fund report 59).

Goodall, D. (1989). *Browsing in Public Libraries.* Library & Information Statistics Unit Department of Library & Information Studies Loughborough University of Technology.

Greenhalgh, L. and Worpole, K with Landry, C. (1995). *Libraries in a world of cultural change.* London: UCL Press.

Jennings, B & Sear, L (1986) "How readers select fiction: a survey in Kent" *Public Library Journal* 1(4) pp.43-47.

Lee, H. (1996) *"Her and her Books"; a study of female experiences of reading.* MA, University of Sheffield.

Linley, R. & Usherwood, B (1998). *New Measures for the New Library: A Social Audit.* British Library Research & Innovation Report 89. CEPLIS (University of Sheffield).

Mann. P.H. (1971). *Books, Buyers and Borrowers.* London: Andre Deutsch.

Miller, L. J. (1999) Shopping for community: the transformation of the bookstore into a vital community institution. *Media, Culture & Society* Vol. 21 385 – 407

Proctor, R. Lee, H. Reilly, R. (1998). *Access to public libraries: the impact of opening hours reductions and closures* 1986-1997. British Library Research and Innovation Centre.

Sumsion, J (1992). "Who reads what in libraries", In Van Riel, R (Ed). *Reading the Future: A place for literature in public libraries.* London: The Arts Council of Great Britain and Library Association Publishing.

Toyne, J & Usherwood, B (2001). *Checking the books: The value and impact of public library book reading. Report of research funded by the Arts and Humanities Research Board.* Centre for the Public Library and Information in Society, Department of Information Studies, The University of Sheffield.

Usherwood, B & Toyne, J. (2002) "The value and impact of reading imaginative literature." *Journal of Librarianship and Information Science*, 34(1) 33 -41

BEST COPY AVAILABLE

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 141-082-E
Division Number: VII
Professional Group: **Reading Section**
Joint Meeting with: -
Meeting Number: 82
Simultaneous Interpretation: Yes

The goodness of reading and writing – reflections on Swedish Literature Policy

Birgitta Modigh,
Head of Department, Literature, Public Libraries and Arts' Periodicals
Swedish National Council for Cultural Affairs, Stockholm, Sweden

---

Introduction

A month ago I went to Namibia in South West Africa travelling with a multicultural group consisting of people from Japan, Australia, Canada, Israel, Malta, Germany and Sweden. We had one language in common, English. For some of us a native language - for some a foreign language. But, in the Himba village of Opuwo all of us went mute. Nobody had the advantage of knowing English – except possibly for the Japanese guy who after a few minutes was joined by two nice okra-coloured girls who wanted to marry him and immediately leave for Japan!

In Opuwo I happened upon an aged and dusty report about the Himba people titled: Notes on the Kaokoveld. First published 1951 in South Africa by the Department of Bantu Administration. It appeared as if the book had been lounging in the curiosity-shop for decades without anybody ever taking notice of it. On leaving the shop I went and showed it to our local host and guide, Queen Elisabeth, who looked at the pictures and recognised a great-grandfather from her village. The book aroused great interest among the people around her and especially the old men. Everybody tried to find their ancestors and intense discussions followed about the old times and who was related to whom.

Another example: Some years ago I visited the island of Sulawesi in Indonesia, where the Wana, the rainforest-nomads, live. I travelled together with people from the north of Sweden who had brought along with them a picture book about life in Älvsbyn, their hometown. Some of the pictures showed Älvsbyn at wintertime covered in snow, with people driving snow-scooters and skiing. But, how do you explain the feeling of sub zero temperatures and soft snow to rainforest people who have never even experienced the cold, nevermind snow? We repeatedly tried to express the sensation of cold snow – but I was left with the feeling that we had made complete fools of ourselves.

Travelling extends one's personal horizons presenting new perspective on matters. In our westernised culture we take the written word for granted, as we do the means of communication for a common language. We believe in the goodness derived from the acts of reading and writing. Writers, publishing houses, libraries and bookshops are part of an old and tested infrastructure of our society.

Another conclusion reached is that the written word assumes greater importance to me if there is something that I can relate to in a text (or a caption to a picture). That dusty report had no meaning to the people in the village, as they didn't know that their ancestors were mentioned in it. Neither does the word "snow" mean anything to you if you have lived in a rainforest all your life.

Returning to the western world I realised that this paper had to be written and its given topic was to be " Swedish literature policy". I shall now keep to the subject.

Looking to the number of inhabitants, Sweden is a small country. To maintain variety in book publishing in a minority language area consisting of 8 million inhabitants is difficult at the best of times. The rapid development of international media towards increased conglomerations of publishing houses and increased commercialisation pose a threat to minority language areas in particular.

The goal of the state's literature policy in Sweden is to make quality literature available to everyone, even if you live far from Stockholm or other major cities. There must be bookshops, libraries or other means of book-distribution over large and often sparsely populated areas. There are about 400 bookshops, several book-clubs, about 1 500 public library units, a number of school-libraries and a little more than 100 book-mobiles in Sweden's 289 municipalities. The aim to make available general and high-quality standard publications, satisfying various reading interests and needs is not an easy task. There are state grants that aim to promote diversity and quality. Children and young people are particularly important target groups.

The Swedish book market

Ever since computers started gaining ground, the death of the book has often been proclaimed. The rumours always seem exaggerated as more books than ever before are published. The long-term effect has made the book cheaper and more available.

Considering the limited range of the Swedish language there nevertheless is a relatively large number of publications in a wide variety of subject matters presenting the Swede with a vast selection of quality literature. But the book is in fierce competition with other media, especially that of recreational reading. Reading books is a time consuming matter and time has become a commodity in very short supply. We spend less time reading than we do watching television or listening to the radio.

Numerous works of fiction are published and sold in small editions. The average sale per title in Sweden has in the past ten years decreased on average by 1000 copies. This has enabled a few best sellers to monopolise a greater part of overall sales. Books by thriller author John Grisham have for many years accounted for 15 percent of total sales of general literature in the United States. The gap between best-sellers and small edition quality literature is widening.

Specialist books enjoy a more favoured position. The higher level of education and increased interest for the literary specialist book has widened its readership.

The attention surrounding a book of today is often created by other media and in other forms than previously. The days when a good review in a newspapers cultural section would literally guarantee encouraging sales seem to belong to a bygone era. Today's media attention is often geared towards the author's own person than the book itself. Best-sellers are often created in a sphere of symbiosis with film, television and advertising agencies. Perhaps ten of these titles make a significant impact on the trade each year.

The past twenty-five years have seen radical changes take place in the bookmarket. The structure of publishing is today characterised by large conglomerates counterbalanced by smaller, often specialised, publishing houses. What was once the middle range of publishers have either merged with the larger companies or else disappeared.

The retailing side of the business has also changed. The majority of bookstores are part of various bookstore chains. There has been a modernisation and rationalisation of the traditional booktrade.

Book retailing on the Internet is a phenomenon enabling the customer to purchase books regardless of time or space. You can publish, order, sell, buy and read literature via the Internet. The new technology may be a threat to the local bookseller, but it can also open up new opportunities and create competitive advantages.

Computer technology also offers new methods of publishing. The e-book co-exists as a media for storing previously published books as well as for publishing new, not printed, books. The conventional book is distributed in a set edition, in identical copies and is geographically restricted, whilst the electronic document assumes different appearances irrespective of time and space.

VAT

Together with Denmark, Sweden, until recently, held the dubious merit of leading Europe's highest VAT rate for books, 25 percent. The issue of reducing VAT on books has long been a subject for intense discussion. Finally this year and following a successful campaign lead by the book-publishers association the government decided to reduce the VAT down to 6 percent as a complement to other means of supporting and promoting measures to increase reading.

But if the reduction of Value Added Tax is to be culturally and politically effective it requires publishers, book retailers, book-clubs, major stores and other participants to make sure that the fiscal effects remain. With these points of departure, a governmental bookprice commission set the wheels in motion.

The commission will pay close attention by extensive investigations in to price trends for books, periodicals and other items covered by the tax reduction the next three years. It also aims to secure the customer the full benefit of this reduction. Another task for the commission is to serve the interests of increasing readership in all categories and to account for the effects attained by the reduction of the VAT.

So far, it appears as if it has attained the desired effect, which is that of granting the customer to reap the full benefit of the VAT reduction. This full effect does not however seem to have benefited customers of periodicals. The reduction seems to be used to strengthen the periodicals own finances.

The VAT reduction and the focus on books has led to an increase in book purchases. But, it is still too early to say whether it will influence reading patterns in the long run.

Guaranteeing the readers a wide choice of quality books

State funding, as a means of promoting and maintaining quality standards and variety in book publishing was introduced as long ago as 1975. Besides Norway Sweden is the only European country that has a general state funding for book publishing. The intention was to guarantee the readers a wide choice of quality titles. The background was that costs of publishing and book prices were increasing, the number of literary debuts was on the downslide and there was increasing difficulties in publishing titles for such a diminutive market.

Structuring a funding system and applying it to a free market turned out to be a rather sensitive business. The function of the subsidy is that of a general stimulus. It is not an industrial subsidy as such, but a selective subsidy to a sector of the market, which is of importance in terms of literature and cultural policy.

The system, that is administrated by the Swedish National Council for Cultural Affairs, was designed to subsidy individual titles in general literature. The intention of the subsidy, without undue control, was to improve the financial conditions for publishers enabling them take risks by publishing titles that might not be expected to yield an immediate profitable turnover.

Some 700–750 titles are each year provided financial support. They are selected by a number of independent professional groups. The criterion for selection is literary quality, and nothing else. This means that even Nobel prize winners' books can be refused. Defining quality is sometimes a delicate task, but the system has worked surprisingly well. Very few decisions have been questioned. There seems to be a consensus about what kind of literature should be supported.

Most of the grants can be applied *after* publication. The aim of this is to reduce the risk of the State indirectly setting precedents for publishing. It is linked to a provision for keeping prices at a minimum: publishers must not exceed certain specified maximum prices for the titles for which they are seeking grants. The annual budget is barely 50 million SEK (530 8644 EUR) a year, which is enough for about 700 titles or the half amount of the applied titles.

Working teams, one for each programme, makes decisions regarding applications. The groups include authors, translators, critics, teachers, librarians and experts with the competence to evaluate applications in their chosen subject areas. They meet between four and six times a year. Each book is assessed by at least two readers. Support for publishing is administered by the Swedish National Council for Cultural Affairs. Literary quality and quality of content is the criteria for financial support. The translation is taken into account regarding books of foreign origin. In the case of the classics, we also ascertain whether the work is available on the Swedish book market or not.

The system established in 1975 is still operating with the original concept and has become part of the publishing sector. Its abolition would cause confusion and even damage. For the large scale publisher the subsidies are of marginal importance. For the small and medium-sized publisher, however, they are of vital importance.

It is impossible to give any statistical evidence for the impact of the system. Since the publishing subsidy functions in a free market, where it only corresponds to about 1 % of the total turnover, and since it is decided and paid out after publication, it is impossible to give any vital statistics as to its effect. Any attempt at evaluation must therefore be based on the structure of the subsidy and its way of functioning. However, one conclusion that might be drawn is that the funding system has helped to maintain a number of small and medium-sized publishing companies and indirectly worked against consolidation of the publishing sector.

Even if the subsidies to the publishing sector has worked reasonably well, the goal of making literature broadly available has nevertheless failed. A new system of distribution to public libraries and about one hundred booksellers was initiated in 1999.

In addition, En bok för alla AB (A Book for Everybody Ltd.), a publishing house, receives a grant of 10 million crowns for publishing works of quality in inexpensive editions. Since 1986 there has been a grant for a limited period of 2-3 million crowns a year for the publication of series of classics for schools.

The total cost of the state literature policy is about 90 million SEK or about 9 3555 000 Euro per year. In relation to the turnover of the publishing sector it is of marginal importance. None the less, this selective support is an important part of a national literature policy.

Start with the children

The right to a language is basically about democracy and the freedom of speech. Language is attained via literature and reading and is therefore of central importance to the state's cultural policies. The Government has during the last few years made this a priority and state support for literature and reading has doubled. A substantial part of these measures concern children and young people.

Taking stock of these measures is difficult for the short term. Changing reading habits takes a long time, but despite threats from other media, it appears as though children's reading habits remain fairly stable.

To support reading – mainly for children and young people – is one of the cornerstones of the state's literature policy. For the fifth consecutive year Swedish libraries have been granted 25 million crowns to purchase books for children and young people. Much of the subsidies cover books for school libraries. Some of the municipals see these subsidies as a way of repairing the damages caused by the financially stressful times of the early nineties. A condition for receiving these subsidies is that the municipal authorities account how it is being used to increase reading habits among children and the young. Those municipal authorities that have taken measures to increase co-operative efforts between public and school libraries, as well as stimulating reading efforts are given priority. The subsidy is often used as a means of lobbying local politicians into maintaining the level of subsidies already attained.

The state also lends its support to various reading activities for children and young people. It is on the whole a long term approach where pre-school, disabled children and children who have another native language than Swedish are afforded support in their linguistic development. There are numerous projects supporting this, stretching across vast regions: the Nordic countries, the Barents area, the counties of Norrland and several individual counties. Alarming reports concerning student's inability to take in texts of a complex nature has given cause for reflection.

Since 1999 the Swedish National Council for Cultural Affairs issue annually a catalogue listing books for children and young people. The catalogue will this year be published in an edition of 500 000 copies. Its main purpose is to show the general public the scope of publishing in this area. As a complement another catalogue presenting children's literature in other languages than Swedish is recently published. It contains 240 titles in 18 languages issued by publishers in Sweden.

Besides the institutions and publishers an increasing number of NGOs are involved in book and reading promotion for children and young people. Their work is extremely important to stimulate reading.

Sweden – a multicultural society

Sweden has changed from the culturally peripheral homogeneity to a country of many cultures. Of the slightly more than eight million people inhabiting Sweden there are close to a million born in other countries. Sample this by taking the Stockholm underground to Tensta and all of a sudden you will be in Iran or Somalia. The Tensta Library, in a suburb of Stockholm, has 40 000 books in 50 languages. Newspapers and periodicals from around the world are among the most popular media. The work with children is based on the conviction that a good knowledge of their native tongue is the best basis for learning a new language. All children are given a present, The child's first book, with stories for small children. Two women, one who speaks Arabic and one who speaks Somali work as "language pilots" to stimulate the children's language training by storytelling sessions. The language pilots also work as bridge-builders between the library and Arabic-speaking girls in the area.

Children, as well as adults are in great need of help with their homework. Most of the adults do not have contact with Swedes and Swedish is seldom spoken at home. Understanding the words in a textbook is a major problem. The Tensta Library has successfully offered help with homework since 10 years. About 20 people are providing this help on a voluntary basis.

Growing up in different cultures and different linguistic environments often implies that immigrant children seldom feel at home in either. Their linguistic capabilities suffer, at the worst it can result in semlingualism—that is, children growing up not knowing any language well enough to be able to communicate feelings or thoughts or to understand what others say or write.

With books, stories and fairy tales the librarians meet the children and their parents every week. Their basic methods are reading together, looking at and talking about the pictures, telling stories and discussing with the children and their parents. There are also visits to libraries to borrow books and to find out what else is on offer. As the children find their linguistic feet, they can start to tell stories themselves, draw, and perhaps write their own stories or together with others. The children's own activities are fundamental to the success of this initiative. Strengthening children's identities is a primary principle in a project called 'Alfons opens the door', a literature project for and with immigrant children in Halmstad and Falkenberg, two places on the Swedish west coast.

The International Library in Stockholm is with its 200 000 books in over 100 languages the public library with the largest collection of books in foreign languages. Those who read Arabic have a fairly wide choice—over 17 000 volumes. Spanish- and Persian-speakers can look for something worth reading among the 14 000 covers. And for those who read Turkish there are about 12 000 volumes to browse through.

The public libraries are important places for the immigrants – they are free of charge, you can meet friends, find your home newspaper or books in you own language. But the possibility to write and express yourself in your native tongue is also important. Since 1977 the state subsidy to literature has also included the publishing of books in immigrant and minority languages in Sweden. Every year about 50-80 books are given such support. The publishers are quite small and usually sell their books one by one in few copies. But some of them – especially the Kurdish ones – are actors on an international market, attracting good writers and buyers all over the world.

Children and young peoples books are given priority. Many of these are translations of Swedish children's books. The underlying principle is that, despite language, children can share the same literature. As of this moment there are 240 titles among children's books on the book market. These are presented in a new catalogue issued by the Swedish National Council for Cultural Affairs.

The potential market for books written in Somali, Romany or Kurdish is relatively small compared to that of English language books, or Swedish ones for that matter, as are the conditions under which they exist. But, there are occasions when a state subsidy can initiate unforeseen possibilities. A year ago, Pippi Longstocking by Astrid Lindgren was published in Romany. Behind the scenes of this publication lie years of persevering and pioneering work. It involved a great number of people; not least older generations of Romanies who were asked about old words and expressions. There were words, which had to be created, such as "fire-hose", as it did not exist in Romany. The book is also available as print-on-demand.

Public libraries – a way to reach the readers

Without libraries, many books would not reach their readers. For an author who only sells a small print-run via bookshops, it becomes very important to exist in a library. Although it is possible to get hold of books on the Net or through book clubs, libraries have an important role as intermediaries for books.

Public libraries are a responsibility for the 289 local authorities around in Sweden. They are open more than 33 000 hours per week. Their staff is usually trained to select and lend books. But library grants for purchasing books has been reduced – at the same time as the number of titles published have increased. Media acquisitions as a share of libraries' total budgets are about 12 percent.

When book grants are reduced there is a risk that novels, poetry, translations from lesser-known languages and books by less-well known authors will cease to be bought. There are two ways of selecting when grants are cut—by trying to maintain a wide range of holdings by buying many titles but fewer copies of each, or to buy fewer titles but maintain the number of copies for each. Many Swedish libraries have chosen to maintain a wide range in their holdings. This means that the books most in demand are often not to be found on the shelves.

There are great differences between local authorities. There are some libraries that allow 100 SEK (10,6 EUR) or more per inhabitant per year for buying books and other media, but others that buy books worth 13 SEK (1,4 EUR) per inhabitant per year. This is one reason why the official commission of enquiry into books made a whole range of proposals for support to the dissemination of books and the promotion of reading through libraries and the book trade. Among other things, state support to literature as described above was supplemented with a system of supporting distribution.

The Swedish National Council for Cultural Affairs (Kulturrådet) pays the publisher 50 percent of the book's net price in compensation for it being distributed to libraries and bookshops.

Which books do libraries buy?

What effect will the distribution system have on a library's purchasing policies? Will libraries buy fewer copies of the books that receive support? If they do, how will they use the funds they save? As a second measure, loans of the books that receive state support is being investigated, and a third measure will include issues of handling and supporting distribution.

According to an almost completed study there are some clear tendencies. In all libraries, of the titles that received support, the proportion bought by libraries was highest in the category of children's and young people's literature—the mean was 83 percent. Then came fiction literature in Swedish, literature in translation and facts literature. The largest local authorities bought as expected more titles than the smaller ones.

The study also shows that 25–30 percent of the fiction literature distributed to libraries is seldom or never borrowed, much of this being collections of poetry.

The attempt to disseminate quality literature to readers raised many questions as to the role of libraries. What is their responsibility towards quality literature? Do libraries tend to have the same selection as bookshops and book clubs, or is there also scope for unusual interests? What happens to the local profile of small libraries when they are swamped with books that receive state support? Can you lend just anything through marketing and efforts to promote reading? Do all the books get read? The experiment with the distribution of quality literature will show whether easier availability of literature in itself creates demand or whether more is needed if books are to reach their readers.

Reading habits

It is often said that the Swedes are a nation of readers. We read fiction, technical- and specialist books, newspapers and periodicals. We even read texts on the back of milk cartons. Each day an estimated 40 percent of the population read from a book. We are surrounded by the written word during our waking hours. In other words – when it comes to reading the Swedes present an opposite to the people of the Himba and Wana, which I mentioned in my opening statement.

So, is this diligent reading habit we possess a consequence of the state's literature policy? Or effective marketing by publishers and booksellers? Or is it merely an effect of our cold climate and long dark winters? To offer an unambiguous answer to this question is not an easy task. A recently published Eurobarometer made obvious the distinct differences between the north of Europe and that of the south of Europe. The north and north west present a population who read a greater number of books, who have books at home and are frequent visitors to libraries.

The Eurobarometer was initiated by the EU commission's statistics authority, EUROSTAT, in the autumn of 2001 to survey the situation of cultural and media habits in the EU community. The research was carried out in all membership countries using personal interviews of more than 16 000 people over the age of 15 who were given identical sets of questions. Some of these questions touched on reading habits, to what extent books were read, if there were books in their homes, if they used the Internet to purchase books, how often periodicals figured in their reading habits and how often they visited the library.

Questioned if they had read a book in the past 12 months, a majority replied that they had. On the other hand, slightly more than 40 percent that is four out of ten had *not* read a book during that time, whether it was for professional, educational or any other reason.

The preference among those who do read books are that they read for enjoyment and not for reasons such as work or education. A third of those who had read for enjoyment had read between one and three books, every four had read four to seven books and a fifth had read more than one book a month. The variations were on the whole large between the various countries.

The interviewees were also asked how often they had visited different cultural institutions or attended cultural occasions during the past 12 months. The most common being visits to the cinema, libraries and historical places. The libraries offer a wide spectrum of services and they are increasingly being used for educational purposes and for seeking out information. The extent in which libraries are used is a reflection of a society's reading patterns. The Finnish were the most diligent of library visitors, followed by the Danes and the Swedes.

Library visits, reading and ownership of books follow the same geographical patterns and appear to be more prominent in the northern and the north western parts of Europe.

It is a well known fact that educational levels and different socioeconomical factors affect reading habits. Add to these relevant factors such as standards and availability of book stores and libraries. It is assumed that price levels for books also play into this and this is influenced by the level of the VAT and if book prices are controlled or not. Direct acts of literary policy and ventures bolstering various reading programmes is also of importance.

The statistics supplied by the Eurobarometer are too coarse and shallow to give satisfying answers to the importance of various factors related to the EU community's reading habits. It does nevertheless point in certain directions. There seems to be a direct correlation between the standard and accessibility of public libraries to people's reading habits. Those countries that have large numbers of people, who merely read for enjoyment, generally have well developed public library systems. This applies to the Nordic countries, the Netherlands and the United Kingdom.

Conclusions

I began this paper with some reflections on the subject of travel and followed it with a presentation of the Swedish bookmarket and the goals of state policies – in a nutshell, to make a wide variety of quality literature available to everyone – emphasising literature and reading promotion to children and young people. I have also tried to give you an impression of a multicultural Sweden. It might seem narrow-minded, but it is not a question of protecting us from external forces, nor to preserve a homogenous uniform culture, but to create a diversified and interactive culture, which in turn can interact with other different cultures.

As to the needs of state or other support to books and reading I would introduce a distinction between profit and non-profit areas of book production and distribution. Clearly non-profit and desirable in all well developed countries is the production of talking-books, easy-to-read books and other media for reading-disabled persons and small publications in small languages. In a way the public libraries belong to the non-profit and desirable sector. To the profit sector belongs the ordinary publishing of books. But there are some reasons for state funding: to promote and maintain quality standards in a small country. The state does just fund the book production on the margin – the responsibility to publish the book is the publisher's.

What about the public libraries and their role in the book world? The libraries' job is not an easy one. On the one hand they have to be in the front line of the information society; on the other hand they have to preserve and look after our literary heritage. Half of the users in the larger libraries are students. The service to students and school children takes much time and must do that, but if there is no spare time to help the old lady wanting a new criminal? Or to try to lend out the newest poetry?

Public libraries are now in a quite confused situation. They must decide how to use their limited resources. They must define the role of the librarian – as a pedagogue or as a serviceperson. But there is a strong support among people in general as well as among politicians for the idea of the public libraries as the most important way to reach the readers.

Literature

Cultural Facts. Swedish National Council for Cultural Affairs 2001.
Eurobarometer Survey on Europeans'Participation in Cultural Activities 2001. Basic Tables.
Literature and reading. Fact sheet. Ministry of Culture. Sweden.
Nordic Public Libraries. The Nordic cultural sphere and its public libraries. The Danish Library Authority. Denmark
Scandinavian Public Library Quarterly. The Danish Library Authority. Denmark. (www.splq.info)
Phantom journal 2000. Literature politics in Europe. The Danish Literature Council. Denmark

Facts

The Swedish National Council for Cultural Affairs

The National Council is responsible for implementing national cultural policy determined by the government and parliament. The Council is run by a board appointed by the government. The secretariat has about 65 employees.

Visiting address: långa raden 4, Skeppsholmen. postal address: Statens kulturråd, Box 7843,
S-103 98 Stockholm.
Tel +46 8 519 264 00
E-mail: statens.kulturrad@kur.se
www.kur.se

More information: Swedish National Council for Cultural Affairs (Fact sheet),

State subsidies for literature, libraries and arts´ periodicals	Mkr SEK
Literary subsidies, publishing subsidies	50
Purchase of literature to public and school libraries	25
Promotion for reading activities	6,8
A Book for Everybody	10,2
Grants for regional library activities	36,6
Subsidies for arts´ periodicals	20,6
Subsidies for the book retailers	9,8
The Swedish Library of Talking Books and Braille	62,5
The Centre for Easy-to-Read	14,2
Public libraries (2001)	
Number of municipal libraries	289
Number of library branches	1103
Number of visits to main libraries	47,5
Number of annual deeds	4891
Number of loans per capita	9

The Libraries Act issued 20 December 1996

In order to promote interest in reading and literature, information, enlightenment and education and also cultural activities generally, every citizen should have access to a public library.

....

The public and school libraries shall afford particular attention to people with disabilities and to immigrants and other minorities by, among other things, offering literature in other languages than Swedish and in forms particularly adapted to the needs of these groups.

....

Public and school libraries shall afford special attention to children and young persons by offering books, information technology and other media adapted to their needs in order to promote language development and stimulate reading.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**018-84-E**
Division Number:	**VIII**
Professional Group:	**Latin America and the Caribbean**
Joint Meeting with:	**-**
Meeting Number:	**84**
Simultaneous Interpretation:	**Yes**

An Alternative for implementing a large number of Public Libraries in a Developing Country

"ANISIO TEIXEIRA Public Library Project in Caetité. Bahia /Brazil"

Maria Isabel Cabral da Franca
Librarian. Member of the SC of IFLA/LAC
Anisio Teixeira Cultural Foundation Consultant staff
Rio de Janeiro, Brazil

Abstract

The Anisio Teixeira Public Library is a new and significant cultural building in the city of Caetité - Bahia /Brazil. It was established through an association with the public and private sectors. It is an innovative initiative for the Brazilian society, which aims to guarantee the people of the region free access to information, in order to facilitate social and intellectual development, in keeping with the objectives of the important Brazilian educator, Anisio Teixeira. It is actually a facility not only for the city but also for the neighboring cities through the mobile library services. More projects like these are needed to ensure social equity.

Public Library – Brazil - Reading- Citizens - Mobile Library - Anisio Teixeira.

Introduction

The influence, which public libraries exert in the development of society, facilitates an evaluation of the extent to which the decision makers in a country must give more priority to building Public Libraries. Public Libraries play a significant role in stimulating reading in a more effective way than any other school, family or commercial reading incentive program. They stimulate and also fascinate the human mind by developing the imagination. They offer the ideal environment for the creation of confident, reliable, competent and independent readers, who can contribute to the formation of a more fair-minded democratic society. It is through reading that the human being acquires not only knowledge but also tools for understanding the world.

The Unesco Manifesto on Public Libraries reinforced the idea that there are institutions responsible for every age group of the population, without social or religious discrimination. Public libraries must allow every citizen within the parameters of its sphere of influence to have the basic right to access information free of any ideological, political or religious censorship. Through the availability of updated collections and with high quality services. UNESCO encourages governments to support and assume responsibility for the building of Public Libraries.

Brazil is a country of continental dimensions with a population that already reaches a total of almost 180 million people. As a result of its public policies on social action, they have not attained basic satisfactory levels with respect to attention paid to the communities in need.

Historically, the Brazilian society has not developed a knowledge culture. It is unlikely that a privileged sector of the population who has had access to needed information feels integrated into the community. Thus, the Brazilian librarians, sensitive to those issues have worked together with society and the public authority to change this situation, by building of a significant number of Public Libraries.

Social and Political Participation of the Librarian Profession

In 1987, as representatives of the professional class through FEBAB (Brazilian Federation of Librarian Associations), a document was prepared and handed over to the National Assembly Constituent. On that occasion a new Constitution was drafted for Brazil and a draft copy, which included an article in Magna Carta, was sent to the archives, libraries, museums, and institutions fostering cultural development. The aim was to build and preserve the cultural patrimony of the Brazilian people.

Since then, as the Legislation recommends, government has carried out numerous actions, even when it was far from reaching set targets. Government is immersed not only in a cultural issue of political will which always find other priorities in their plans, but the country also lack basic infrastructural plans. During the years of intellectual formation, the weight of political decision and the fact that libraries and museums are not frequently visited must also be taken into consideration.

While preparing the document to be presented to the National Assembly Constituent, the work of Anisio Spinola Teixeira was recognized. He was a Brazilian educator who was born 100 years ago. In 2000 the 100th anniversary of his birth was commemorated. In 1950 Anisio Teixeira, as a member of the government in the education field, was already defending free education saying that **libraries are fundamental institutions for education, preceding the School**". He wrote various books on public education and devoted his life to defending the theme in the country. Apart from this, he established and administered institutions, engaged in teaching and worked tirelessly for Brazilian education.

Anísio Teixeira, Caetité and INB

Knowing the vast, enlightened and rich work of Anisio Teixeira on education, it's difficult to conceive that his native town, Caetité was in a fully rural region, lacking facilities and distant from the main centers. It was not as early as the 18th century that the region was significant for its cultural heritage. During the renowned "golden era" of history, Caetité was part of the mineral exploration course. Therefore, it experienced a superior life to its neighbors due to the affluence of wealthy travelers from Europe. It is a region that is rich in mineral resources and where there is a uranium exploration field. The INB – Brazil Nuclear Industries owns the field and is responsible for the manufacture of nuclear fuel which supplies the two Brazilian nuclear energy plants and which in future will also export the surplus of natural uranium.

Anisio Teixeira was born into an affluent family in the region, thus he had an early opportunity to study in the capital, Salvador. His circumstances gave him the opportunity to interact with the political directorate in order to develop an education model for the city, by building schools. Thus, citizens were offered better opportunities in life. Anisio Teixeira considered the power of education as a means of social transformation. Today in Caetité, in spite of the low income of the region, there are public schools of all levels, including the tertiary level, which provides a higher education model.

Caetité is 900 km from Salvador and 1500 km from Rio de Janeiro. Since 1995the INB -Brazil Nuclear Industries - developed activities in Caetité which intensified actions for establishing the plant, in order to benefit from the uranium extracted there. It is Brazil Nuclear Industries' policy to integrate social and cultural projects where plants are located. It is through this policy that it participated in the building of the **Anisio Teixeira Public Library in Caetité – Brazil.**

Anisio Teixeira Cultural Foundation and the Anisio Teixeira House

Preparing for the commemoration of the 100th anniversary of Anisio Teixeira's birth, the Anisio Teixeira Cultural Foundation, a non-profit organization seeks to preserve and circulate the educator's work. With headquarters in Salvador, capital of Bahía, the institution lobbied the Bahían government for resources to restore the House in Caetité, where Anisio Teixeira was born and spent his childhood.

It is an architectural House representative of the colonial Brazilian style, of the "golden era". This historical period has a very special significance in the Brazilian culture for its dual purposes. On the one hand, it attracted Europeans to spread Christianity among the natives. On the other hand, it attracted them to explore the richness of the region and to gain wealth. It was like this since the beginning of our history; faith and authority, religion and gold. The Anisio Teixeira House is located in the heart of Caetité, in its main center Sant'Ana Square, together with the Cathedral named after the Saint. Traditionally, the Brazilian city, has been represented mainly by the Catholic faith. On the calendar the city celebrates the week of Saints with processions and musical shows in the square.

The government of Bahía embraced the Anisio Teixeira House project and was determined to form a team of restorers from the IPAC (Institute of Artistic and Cultural Patrimony) to redesign the house to its original beauty. The work was delayed more than a year and its re-inauguration was a social and political event for the region. The House was opened to the public and was furnished with antique furniture and personal objects from the family. It was transformed into a Memorial Center, that was visited by travelers and by all those interested in the educator. However, the Anisio Teixeira Cultural Foundation strived to make the institution more dynamic, to integrate it into the city life and to make a greater impact on the people . It was in this way the first contacts were initiated with the INB - Brazil Nuclear Industries- who was setting up itself effectively to explore the Uranium Mine in Caetité.

The Society for the Anisio Teixeira Cultural Foundation, the INB and the Bahían Government.

The first negotiations between the Anisio Teixeira Cultural Foundation and the INB – Brazil Nuclear Industries – were possible because the Government of the Bahían State established a link with the Public Libraries State System of Bahía. It is a system that is considered a "Model" in Brazilian time which made its mark more recently when the Barris Public Library was remodeled and modernized (with more than 7000 square meters in Salvador). Its headquarters houses the Head of the Public Library State System who is responsible for the co-ordination of 220 Libraries in the State. An International Seminar took place in the Head office of the Public Library System for its re-inauguration in March, 1998. The seminar was promoted by IFLA/LAC and IFLA Public Libraries Division. It was called "Regional Meeting: Unesco Manifesto on Public Libraries."

The participation of the Head of the Library State System in the project was encouraged and finalized in order to carry out the first stages in the building of the Caetité Library. Through the Head and the Anisio Teixeira Foundation Consultant team, the technical aspects and the purchase of furniture and fixtures were completed. Later staff training for auxiliary personnel who worked in the offices of the Caetité Library was done. This established an important permanent agreement between the Bahían government and the Anisio Teixeira Foundation. Recently, another example of this participation at the state level was established also with the claim for Caetité's official district.

The Anisio Teixeira Public Library

The inauguration of the ANISIO TEIXEIRA Public Library in Caetité – Bahía – took place in July 2000. The Library occupies the Anisio Teixeira House which contains four rooms and an external patio. It started with 3000 volumes, including reference works and works of general interest. The lending section includes significant authors of classical literature and especially Brazilian authors. Apart from the reference and lending sections, there are sections for magazines, reference and research of heritage material. The children's section promotes reading programs in the city. The Library functions in a omputerized environment with access to the Internet. It provides services to Caetité's urban population and particularly to the significant number of students at all levels who want to access these services. The Library's principal objective is to expand the reading horizon for citizens, not only for the art of reading but as a form of elevating their quality of life. It also allows individuals personal freedom by stimulating reflection and integration into the socio-cultural process. In the first year of operations the statistical data showed that interest increased every day.

Casa
Anisio
Teixeira

The Society for the Anisio Teixeira Cultural Foundation, the INB and the Bahían Government.

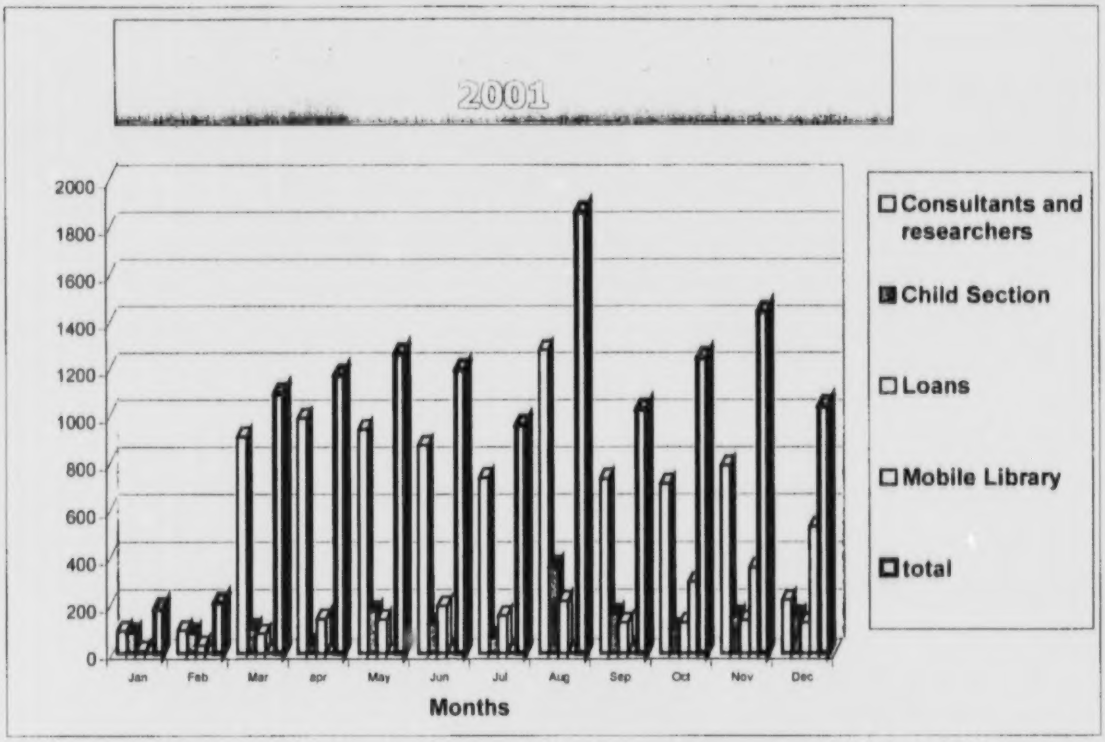
The first negotiations between the Anisio Teixeira Cultural Foundation and the INB – Brazil Nuclear Industries – were possible because the Government of the Bahían State established a link with the Public Libraries State System of Bahía. It is a system that is considered a "Model" in Brazilian time which made its mark more recently when the Barris Public Library was remodeled and modernized (with more than 7000 square meters in Salvador). Its headquarters houses the Head of the Public Library State System who is responsible for the co-ordination of 220 Libraries in the State. An International Seminar took place in the Head office of the Public Library System for its re-inauguration in March, 1998. The seminar was promoted by IFLA/LAC and IFLA Public Libraries Division. It was called "Regional Meeting: Unesco Manifesto on Public Libraries."

The participation of the Head of the Library State System in the project was encouraged and finalized in order to carry out the first stages in the building of the Caetité Library. Through the Head and the Anisio Teixeira Foundation Consultant team, the technical aspects and the purchase of furniture and fixtures were completed. Later staff training for auxiliary personnel who worked in the offices of the Caetité Library was done. This established an important permanent agreement between the Bahían government and the Anisio Teixeira Foundation. Recently, another example of this participation at the state level was established also with the claim for Caetité's official district.

The Anisio Teixeira Public Library

The inauguration of the ANISIO TEIXEIRA Public Library in Caetité – Bahía – took place in July 2000. The Library occupies the Anisio Teixeira House which contains four rooms and an external patio. It started with 3000 volumes, including reference works and works of general interest. The lending section includes significant authors of classical literature and especially Brazilian authors. Apart from the reference and lending sections, there are sections for magazines, reference and research of heritage material. The children's section promotes reading programs in the city. The Library functions in a omputerized environment with access to the Internet. It provides services to Caetité's urban population and particularly to the significant number of students at all levels who want to access these services. The Library's principal objective is to expand the reading horizon for citizens, not only for the art of reading but as a form of elevating their quality of life. It also allows individuals personal freedom by stimulating reflection and integration into the socio-cultural process. In the first year of operations the statistical data showed that interest increased every day.

Casa
Anisio
Teixeira



The Anisio Teixeira Public Library gives public access to the complete collection of the intellectual production of the eminent educator. This is available on Internet and on CD-Rom through Anísio Teixeira's virtual library. The Library has already been visited by a large number of persons including researchers and the layperson. It houses 500 items of information, including articles, magazines, newspapers, letters, speeches, books (including out of print material; in original and complete text) reports, work presented in Congresses, Biographies and Theses with Bibliographic references, resumés and complete text. In order to access them the address is: www.prossiga.br/anisioteixeira/

In the same vein, the Anisio Teixeira House has offered artistic education courses and cultural gatherings such as debates, seminars, theatrical courses, dance, music and film shows which makes it a focus of activity in the community.

Anísio Teixeira's Mobile Library

At the beginning of 2001 the INB carried out socio-economic research in the region in order to prioritize its actions. The results of the research revealed that the people with low economic resources living on the outskirts of the city and in the neighboring towns, lacked transport and the resources to visit the Library, even though they were interested in participating in programs offered by the library.

This fact gave rise to a new project of Library extension activities with the creation of its **Mobile Services.** A newly signed agreement between the three institutions with the participation of the Officials in Caetité, facilitated the establishment of the project. The Bahían Government participated through a very attractive program called "Make Culture". This program offers compensation to organizations that engage in

BEST COPY AVAILABLE

cultural projects. It allows INB to assume total investment and it will be compensated with **recognition** for future donations. The Anisio Teixeira Cultural Foundation has established a new link with the Head of the Public Library State System in Bahía through the Barris Public Library which already operates two mobile libraries in Salvador.

The libraries that offer extension services and lending publications in the areas of the city where there were no libraries were able to contribute their experience to this new project. With this collaboration the manufacture of the mobile library was entrusted to the same dealer. The vehicle of the Anisio Teixeira's Bookmobile was more modern than the ones before, due to the evolution of the audiovisual resources and the new technologies. They have resources which compare favorably with those of the Library vehicles of developed countries being equipped with sound, laptop, TV and video, possibly telephone lines and the conventional publications. The personnel to work in the Bookmobile were selected from trained personnel in the teaching profession, who worked in the Anisio Teixeira Public Library. The team constitutes students from the educator's course, specializing in theatre, recreation and storytelling.

BIBLIOTECA MÓVEL
ANISIO TEIXEIRA
CULTURA
GOVERNO DA BAHIA

The mobile library was handed over to the Anisio Teixeira Public Library in Caetité in October 2001. Since then, its schedule has been intense and varied in order to attract communities that are part of its route. They have done weekly and fortnightly visits to designated areas. The activities that are carried out in a day ranges from lending publications to educational video presentation, presentation of theatrical pieces, music sessions and "History Telling Hour." All these activities are very stimulating and attractive, considering the rate of illiteracy outside the urban perimeter is high and that no other developing project covers all these areas, in order to attract and provide the incentive to read.

In the program planned for this year, there is an activity targeted to adults with low school grades, who are called functionally illiterate. The Mobile Library will play an attractive role in delivering interesting topics, establishing a link with the city life, and providing a change from their present lifestyle. This program has engaged the interest of official groups in order to carry out joint actions in this area. This is a demonstration of the socio-economic analysis achieved by INB in the region.

Conclusions

Currently, everyone understands that programs like these must provide incentive in those areas where information resources are scarce.

The Anisio Teixeira Cultural Foundation have already been sought after by other institutions and enterprises, in order to develop similar programs and make them viable in other regions of the Bahían state.

The INB plans to establish libraries in other states where they operate like in of Rio de Janeiro. This project has already made its mark. Apart from embellishing its image through its actions which are impacting on the social and cultural sector, such a project takes advantage of and facilitates better training of future employees.

The expansion capacity of the project can be a viable solution in the fight against illiteracy, in the regions where access to information has been limited. The project is creative and innovative and at the same time credible. It captures the receptiveness of the population, being independent of official programs.

In general, the project proves that associations among the public and private sectors can be beneficial to society.

Bibliography

Anísio Teixeira, 1900-2000. Provocações em educação/ Ana Luiza Bustamante Smolka e Maria Cristina Menezes (organizadoras). Campinas,SP:Autores Associados; Bragança Paulista,SP: Universidade São Francisco, 2000. (Coleção memória da educação). Bibliografia

Azevedo, Fernando de. **A cultura brasileira**. 5.ed. São Paulo: Melhoramentos, 1971.

Biblioteca Pública Anísio Teixeira. Folheto informativo. Rio de Janeiro: INB,2000.

Fundação Anísio Teixeira. Projeto Casa Anísio Teixeira. Caetité,Ba.,1998.

Fundação Getúlio Vargas. Anísio Teixeira: a construção da educação brasileira. Rio de Janeiro: FGV/CPDOC,2000.

História da vida privada no Brasil: cotidiano e vida privada na América portuguesa/ Laura de Mello e Souza (organizadora). São Paulo: Companhia das Letras,1997.

Liberpolis. Revista das bibliotecas públicas: n.3 Lisboa: Associação para a promoção e desenvolvimento da leitura pública da área metropolitana de Lisboa,2000.

Lopes, Eliane Marta Teixeira. Leitura: prazer e saber. Campinas,SP: Unicamp,2001.

Reunion Regional: Manifesto de la Unesco sobre las Bibliotecas Publicas: Salvador, Ba. Brasil, 24-27 mar.1998. Project report n.16 IFLA/LAC. Salvador,Ba.: Fundação Cultural do Estado da Bahia, 2000.

Zilberman, Regina. A leitura no Brasil: sua história e suas instituições. Campinas,SP: Unicamp, 2001.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 150-85b-E
Division Number: -
Professional Group: UNESCO Open Forum
Joint Meeting with:
Meeting Number: 85b
Simultaneous Interpretation: Yes

UNESCO and the World Summit on the Information Society

Abdelaziz Abid
UNESCO
Paris, France

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Introduction

1. The emergence of the Information Society is a revolution comparable to the deep transformation of the world engendered by the invention of the alphabet and the printing press. A new culture is emerging, based on symbols, codes, models, programs, formal languages, algorithms, virtual representations, mental landscapes, which imply the need for a new "information literacy". Information and knowledge have not only become the principal forces of social transformation. They also hold the promise that many of the problems confronting human societies could be significantly alleviated if only the requisite information and expertise were systematically and equitably employed and shared.

2. There can be no doubt that the emergence of an information society, at very different rates in different parts of the world, arouses great hopes. But these developments have to confront the extreme disparities of access to this new culture and this new literacy between the industrialized countries and the developing countries, as well as within societies themselves.

3. The World Summit on the Information Society will be held in two phases. The first phase will be held in Geneva 10-12 December 2003 and the second phase in Tunis in 2005. The Summit began as an initiative of the 1998 ITU Plenipotentiary Conference when it was recognized that the gap between information "haves" and "have nots" was increasing while at the same time telecommunications were playing an increasingly important role at the political, economic, social and cultural level. The anticipated outcome of the Summit is to develop a clear statement of political will and a concrete plan of action for achieving the goals of the Information Society, while fully reflecting all the different interests at stake.

4. In order for the Summit to be a milestone in the Information Society, it must bring together the broad range of concerned stakeholders from both the developed and developing world. In this regard, it will provide a unique opportunity for Heads of State, UN agencies, industry leaders, NGOs and civil society, including the media, to gather and discuss all relevant issues in the Information Society.

5. In this perspective, the main challenge that the World Summit on the Information Society has to address, is the digital divide. This divide accentuates disparities in development, excluding entire groups and countries from the benefits of information and knowledge. This is giving rise to paradoxical situations where those who have the greatest need for them – disadvantaged groups, rural communities, illiterate populations, or even entire countries – do not have access to the tools which would enable them to become fully fledged members of the information society.

6. A second challenge of the Summit is to work towards ensuring the free flow of, and equitable access to, data, information, best practices and knowledge across all sectors and disciplines. For free flow to be meaningful, access to information alone will not be enough. Other needs must also be addressed, such as developing appropriate contents as well as building human capacities and technical skills conducive to translating knowledge and information into assets of empowerment and production.

A third challenge of the Summit is to build international consensus on newly required norms and principles to respond to emerging ethical challenges and dilemmas of the information society. In view of the vast prospects for creation and innovation opened up by technological changes, particular attention must be paid to ensuring authentic cultural diversity and promoting genuine pluralism to reduce the risks of homogeneity in the fields of education, culture, sciences and communication. The growing commercialization of many of these spheres previously considered as public goods affects weaker, economically less powerful but nevertheless equally important segments of the world community. Technological developments and powerful mechanisms of control demand new approaches to the protection of the rights of the individual that, at the same time, ensure adequate protection against e-piracy which severely affects the development of creativity.

A. UNESCO's Contribution to WSIS

8. UNESCO's mandate to bolster respect for universal norms and values are of particular relevance in the development of the Information Society in general and the preparation of the Summit in particular. UNESCO's core missions – to promote "the free exchange of ideas and knowledge" and to "maintain, increase and diffuse knowledge" – have possibly never been more relevant as ICTs open up new horizons for progress and the exchange of knowledge, education and training, and for the promotion of creativity and intercultural dialogue.

9. Therefore, UNESCO stands ready to contribute to the goals of the Summit its specific vision and competence according to the following three main strategic thrusts of the Organization:

- Developing universal principles and norms, based on shared values, in order to meet emerging challenges in education, science, culture and communication and to protect and strengthen the "common good";
- Promoting pluralism, through recognition and enhancement of diversity together with the observance of human rights;
- Promoting empowerment and participation in the Information Society through equitable access, capacity-building and sharing of knowledge.

10. The growth of networks and ICT applications will not in itself provide the foundations for knowledge societies. Knowledge societies, capable of applying information and knowledge to the generation of new knowledge in an iterative process, are built up through long-term institutional, social and political mediations. Knowledge societies are, thus, not just other dimensions of the market economy. They inevitably induce the need for a clear vision of social goals to be attained - particularly in order to enhance equitable access to education and knowledge - and for fundamental policy choices to be made.

11. In short, information is not enough. Even information for all is not enough. The information society has to be shaped in such a way that it evolves into knowledge societies that fully respect the huge diversity of cultures and identities and the universality, indivisibility and interdependence of human rights. Beyond the information society, UNESCO's efforts are designed to pursue that goal.

12. It is precisely in UNESCO's fields of competence - education, science, culture and communication – that the impact of ICTs on the activities and product of the human mind is most strongly felt. UNESCO, thus, puts emphasis on the content aspect of the Information Society, including its socio-cultural and ethical dimensions.

13. UNESCO's contribution to the Summit focuses on four main objectives, which strongly correlate with the themes of the Summit: each of these objectives, their underlying principles and related actions contribute to the themes that structure the preparation of the Summit and its Declaration of Principle and Plan of Action:

- Agreeing on common principles for the construction of knowledge societies;
- Promoting the use of ICTs for capacity-building, empowerment, governance and social participation;
- Strengthening capacities for scientific research, information sharing and cultural creations, performances and exchanges;
- Enhancing learning opportunities through access to diversified contents and delivery systems.

14. For the information society to evolve into knowledge societies, it should be based on the sharing of knowledge and incorporate all the socio-cultural and ethical dimensions of sustainable development; beyond the technological aspects, it should take account of the human dimension of the digital divide; and, most importantly, it should be strongly based on a commitment to human rights and fundamental freedoms.

15. The Summit should therefore focus on the need to reinforce the right to education, to strengthen international scientific and intellectual cooperation, to protect cultural heritage and bolster diversified cultural expression, to promote media development and to broaden public domain access to information and knowledge.

16. The right to education is a human right and unless it can be secured, all other development goals are bound to suffer. Free, compulsory and universal primary education for all is among the most clearly defined of these rights which governments have a duty and responsibility to make a reality. Advancing the right to education should therefore be a central concern in the Information Society and strong emphasis should be placed on harnessing the potential of ICTs so as education becomes truly inclusive, in particular by effectively reaching the un-reached.

17. Freedom of expression as enshrined in Article 19 of the Universal Declaration of Human Rights is the condition *sine qua non* for the self-realization and participation by citizens in a democratic setting, for promoting diversity, for scientific progress and for the preservation of peace. Indeed, the freedom of expression, and its corollary, the freedom of the press, represent pillars of every democratic society. They must remain of prime concern in the Information Society which should devise new approaches to ensure freedom of expression, access for all, and the free flow of information and knowledge within the new media landscape generated by ICTs.

18. In the era of globalization, the preservation and promotion of cultural diversity is of prime importance. The information society must aim at ensuring the full realization of cultural rights, as stipulated by the UNESCO Universal Declaration on Cultural Diversity, whereby all persons have the right to express themselves, to create and disseminate their work in the language of their choice - particularly in their mother tongue; all persons are entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

19. While the Summit should pay due attention to the need of ensuring diversity of the supply of educational and scientific material and creative work, it should duly recognize the rights of authors and artists and the specificity of educational and cultural goods and services which, as vectors of identity, values and meaning, must not be treated as mere commodities or consumer goods. In the face of current imbalances of educational and cultural goods and services at the global level, its is necessary to reinforce international cooperation and solidarity aimed at enabling all countries, especially developing countries and countries in transition, to develop ICT-based educational services and to establish cultural industries that are viable and competitive at national and international level. From this perspective, the pre-eminence of public policy, in partnership with the private sector and civil society, must be reaffirmed.

20. The Summit should promote the protection and strengthening of the "global public good" in the Information Society which include, for example, the equitable access to information for educational, scientific and cultural activities, a vibrant public domain of information, as well as the concept of public service broadcasting acting in the public interest.

a) WSIS proposed theme: The needs of the users

UNESCO: Promoting the use of ICTs for empowerment, governance and social participation

21. The world community should be encouraged to promote in the Information Society the observance of universally recognized values and of the principles enshrined in the Universal Declaration of Human Rights: freedom of expression and its corollary, freedom of the press, respect for privacy, security of the person, including the protection of children and young people against violence and pornography, the rights to information and education, protection of the moral and material interests inherent in intellectual works, fair use of educational, scientific and cultural works, respect for legality, universal principles of law and ethics.

22. The use of the Internet and ICT-related applications to advance democracy should be equally highlighted. The use of ICTs is potentially beneficial to development as it encourages the sharing of information and the effective involvement by social groups at various levels, offering, in particular, the possibility of networking individuals and systems. The participatory aspect of community life is thus strengthened, as are relations with authorities, at all levels. The Summit, therefore, should promote the development of appropriate information and communication tools to support decision making processes and encourage dialogue between citizens and public authorities, thereby reinforcing democratic governance and citizen participation.

23. The Summit should also encourage initiatives to promote the use of ICTs, in particular multi-purpose community telecentres (MCTs) and community multimedia centres (CMCs), for educational,

BEST COPY AVAILABLE

scientific or cultural purposes or in support of development programmes. The strategy should focus on the integration of new technologies and "traditional" technologies such as library services and community media; the production, adaptation, translation and sharing of local contents; the setting up of pilot projects corresponding to different cultural contexts and stages of development; the evaluation and exchange of experience at the national and international levels and the formulation and implementation of national policies to encourage community action and cooperation.

24. For an Information Society to be open and inclusive, high priority should be devoted to addressing the needs of those disadvantaged and marginalized groups that are normally excluded or "un-reached". Improving access to the benefits of the Information Society for women and youth is another essential issue. The Summit should therefore adopt principles and encourage actions that actively assist women and young people in participating in the process both of producing and «consuming» information. For women, the strategy should be aimed at helping them to benefit from ICTs for network strengthening, information sharing, creating knowledge resources and developing skills necessary for work in the new media industries. For youth, the Summit should set the ground for the creation of national and regional youth information and communication networks, and by providing appropriate technologies and training to disadvantaged young people, specialized NGOs and youth leaders.

Principles and actions for consideration by the Summit

Principles

- The Information Society is only equitable if all people, including disadvantaged and marginalized groups, as well as women and youth benefit equally from ICTs for network strengthening, information sharing, creating knowledge resources and developing skills necessary for life/work in the new digital environment.
- The enhancement of dialogue between citizens and public authorities must be one of the major objectives of the Information Society.
- The Information Society must be based on the sharing of information and the genuine participation of social groups at various levels; and on the use of ICT as a means of empowering local communities and help them combat marginalization, poverty and exclusion.

Actions

- Consensus building on common shared values and ethical principles that should underlie the Information Society.
- Promoting the creation and sharing of local content and ICT applications and studying their impact.
- Fostering increased participation of citizens in civic life and in decision making by means of ICTs.
- Strengthening capacity building for ICT use by citizens including through networked MCTs and CMCs.
- Promoting the development of appropriate information and communication tools to support decision making and to encourage dialogue.
- Encouraging the formulation of policies for enhancing the role of women and youth in the Information Society, and the diffusion of information on gender and ICT policy issues.
- Promoting the access to information and knowledge sources of youth as a prerequisite for their competent social choice, behaviour and participation.
- Improving training of women and youth in ICT literacy and technical skills in order to enable them to enter empowered into the information society.

BEST COPY AVAILABLE

b) WSIS proposed theme: Services and applications

UNESCO: Strengthening capacities for scientific research, information sharing, cultural creation, performances and exchanges

25. The importance of the production and dissemination of quality educational, scientific and cultural materials, of independent and pluralistic media, and the preservation of the digital heritage should constitute an important aspect of its Declaration of Principles and Plan of Action.

26. The Summit should also emphasize how ICTs can, in particular through the formation of networks of specialists or of virtual interest groups, increase exchanges and cooperation in the fields of education, science, culture and communication. The Summit should encourage the use of new methods of content development and access to education and to scientific information – virtual universities, virtual laboratories and research groups. The development of such methods contribute to bridging the scientific divide, notably by enabling researchers in developing countries to participate in research at the international level and to share its results. In this context, the Summit should encourage actions that focus on building linkages and synergies between science and local and indigenous knowledge, so as to transform environmental management practices; and to revitalize the intergenerational transmission of local knowledge, in tandem with conventional forms of education. It should also support initiatives aimed at developing local and indigenous knowledge systems as a means of empowering local communities and a tool to combat marginalization and impoverishment.

27. Independent and pluralistic media, public service broadcasting and community media play an important role in two fundamental aspects of an inclusive information society by promoting participatory governance and democracy and by fostering informed public opinion. The Summit should acknowledge this role. It should also recognize the importance of capacity building in this area that includes the strengthening of media and communication, training of media professionals and media education for the public. Strategic importance should be given to all forms of capacity building that promote the effective use of new ICTs by traditional media and by new and emerging media.

28. ICTs hold the potential to foster hitherto unknown types of engagement, contacts and interaction among individuals, peoples, communities, nations, cultures and civilizations: ICTs that are bringing about decisive changes in the way cultures are created and communicated also have to meet new social demands. The Summit should promote those types of links with a view to building peace and solidarity at all levels and to reduce isolation and exclusion.

29. The promotion of creativity, the protection and safeguarding of cultural heritage which is of the essence for protecting cultural diversity, intensified intercultural cooperation, new forms of cultural exchanges and dialogue among cultures and civilizations leading to better understanding and interaction are other important areas to be covered by the Summit in this context.

Principles and actions for consideration by the Summit

Principles

- For the Information Society to be equitable for all, access to and participation in all forms of intellectual activity for educational, scientific, cultural and communication purposes must be ensured.
- The production and dissemination of educational, scientific and cultural materials and the preservation of the digital heritage should be regarded as crucial elements of the Information Society.
- Networks of specialists and of virtual interest groups should be developed as they are key to efficient and effective exchanges and cooperation in the Information Society.

Actions

- Enhancing the capabilities of national institutions in developing countries to adapt to the demands of the information society.
- Improving access by developing countries to ICTs for scientific data and information dissemination.
- Increasing the effective use of ICTs for better transmission and sharing of scientific knowledge at all levels, including the establishment of virtual universities, also taking into account local and indigenous knowledge.
- Fostering the use of ICTs by cultural industries in developing countries.
- Contributing to broadening the international exchange of cultural goods and services through the development of endogenous cultural industries; fostering the use of ICTs for exhibition, promotion and marketing of cultural works.
- Developing an international framework for the preservation of digital heritage.

c) WSIS proposed theme: ICTs and Education

UNESCO: Enhancing teaching and learning opportunities through access to diversified contents and delivery systems

30. ICTs offer the potential to expand the scope of teaching and learning, breaking through traditional constraints of space and time as well as boundaries of current educational systems. Moves towards learning societies are based on the need to acquire new knowledge throughout life. ICTs offer more and more opportunities for learning outside formal education systems. But as educational demand increases and supply diversifies, increased disparities can be observed in respect of access, affordability and quality. The accelerating privatisation of educational goods and services, partly driven by the potential and impact of ICTs, poses an entirely new challenge for the international community.

31. A major challenge of the Summit is to define the best use of ICTs for improving the quality of teaching and learning, sharing knowledge and information, introducing a higher degree of flexibility in response to societal needs, lowering the cost of education and improving internal and external efficiencies of the education system.

32. The Summit should promote the judicious use of ICTs as innovative and experimental tools to renew education, recognize their potential as new delivery mechanisms and for system-wide expansion of educational provision and quality, especially through distance education and open learning opportunities, including through non-formal education.

33. The Summit should recognize as well the potential of ICTs as levers for attaining the Millenium Goals for education and, more generally, the Education For All (EFA) objectives set out by the international community in Dakar in April 2000, and encourage an increased use of ITCs with a view to reaching out to the excluded, to improving the quality of content, to enhancing and upgrading teacher skills, and to establishing and strengthening education management systems.

34. The Summit should emphasize the need for policy dialogue between all actors and stakeholders in education (governmental, non-governmental – in particular teachers' associations -, civil society and

private sector and intergovernmental organizations) so as to foster better public understanding of educational issues as affected by ICTs. Platforms for dialogue and action involving both the public and private sector providers of educational goods and services should be given particular attention with a view to promoting quality and encouraging participation in all cultural and linguistic settings.

35. The Summit will need to address ethical and legal issues concerning wide-spread use of ICTs in education (e.g. ownership of knowledge; legal and tariff frameworks; learning opportunities and educational materials; new challenges related to education as a commodity; the impact of education on cultural diversity).

36. Finally, the Summit should also recognize that computer literacy is a basic skill for performing in knowledge societies and that ICTs provide the means for a better management and use of educational resources.

Principles and actions for consideration by the Summit

Principles

- ICTs must contribute to enhancing the quality of teaching and learning, the sharing of knowledge and information.
- ICTs have the potential to introduce in the educational process a higher degree of flexibility in response to societal needs.
- The potential of ICTs to lower the cost of education and to improve internal and external efficiencies of the education system must be grasped.
- The Information Society must seize the opportunities of ICTs as innovative and experimental tools to renew education.
- ICTs should be seen both as educational discipline and as pedagogical tools capable of enhancing the effectiveness of educational services.
- Broad-based dialogue among all stakeholders and consensus building at national and international levels can yield strategies and policies for expanding access to education and learning, progressing towards EFA targets at country level and renewing formal and non formal education systems.

Actions

- Disseminating knowledge and best practices related to the use of ICTs in education and learning processes and to their impact on education systems (e.g. through online clearing houses and multimedia resource centres).
- Demonstrating the impact of ICT-based alternative delivery systems through pilot projects, notably for achieving EFA targets.
- Furthering teacher training in the use of ICTs in education and learning as well as new forms of networking of teacher institutions and teachers.
- Promoting the use by governments of ICT-based delivery systems in formal and non-formal education, utilizing different mixes of new and traditional media and appropriate methodologies.
- Disseminating research results on ICT facilitated dynamics of the teaching/learning process and its impact on content and teacher-learner interaction, in particular as regards distance education and teacher training and development.
- Fostering international debate and reflection in favor of developing internationally compatible descriptors and standards for distance and e-learning courseware, and for e-learning institutions.

B. UNESCO's Preparatory Work for the Summit

37. In preparing its input to the Summit, UNESCO is acting on two levels: on the one hand, the governmental level involving Members States through their National Commissions for UNESCO and, on the other hand, on the non-governmental level through professional communities and civil society. In both cases, UNESCO mainly intends to set the ground for the Declaration of Principles and the Plan of Action that the Summit is expected to adopt.

a) Involving UNESCO's Member States

38. UNESCO is closely involving its Member States in the preparation of the World Summit on the Information Society. It is drawing on its intergovernmental bodies, notably the Intergovernmental Council for the Information for All Programme, for the preparation of its contribution to the Summit and to sensitize all Member States to its importance.

39. In addition, a series of regional UNESCO pre-conferences and symposia are being organized in cooperation with the National Commissions for UNESCO, to provide forums for discussions on the regional specificities and challenges of the Information Society in the areas of education, science, culture and communication. For example, the UNESCO Regional Pre-Conference for Africa, held in Bamako (Mali) in May 2002, the UNESCO Regional Pre-Conference for Europe held in June 2002, in Mainz (Germany) on the issue: "Information Cultures and Information Interests". A regional symposium "Informatica 2002: Latin American and the Caribbean Symposium on Education, Science and Culture in the Knowledge Society" was held in Havana (Cuba) in February 2002. An international symposium entitled "Freedom of Expression in the Information Society" will take place in Paris (France) in November 2002.

b) Involving professional communities and civil society

40. On the non-governmental level, UNESCO is preparing its contribution to the WSIS through a series of thematic consultations and regional conferences. They are intended to serve as platforms to representatives of civil society and of professional non-governmental organizations working in the area of competence of UNESCO to debate on the Information Society and for the preparation of their input to the Declaration of Principles and the Plan of Action of WSIS. IFLA played an active role in this debate.

In this regard, a series of meetings were organized for representatives of more that 100 organizations in February and April 2002 at UNESCO Headquarter in Paris, France. The results of these meetings have been forwarded to the WSIS Executive Secretariat for submission to the 1st Preparatory Committee meeting (PrepCom I, 1-5 July 2002, Geneva, Switzerland).. More than 600 delegates representing governments, international agencies, business and civil society attended the meeting.

c) Providing background for discussions and decisions

41. During the preparation process, UNESCO will prepare and widely distribute (off-line and online) background material for discussions and decisions of the Summit in its areas of competence. This includes studies on specific subjects, such as ICTs and education, cultural diversity and multilingualism, libraries and archives in the Information Society, media in the Information Society, gender issue, access of disabled persons to ICTs, etc..

42. The UNESCO Institute for Statistics (UIS) is preparing a statistical report giving a global picture of the present status of ICT usage in education, sciences, culture and communication. The report will include a representative range of quality statistical information, as well as key indicators measuring the economic and social impact of ICTs. An overview on key Information Society related parameters (data on personal computers, Internet hosts and users, mobile phone subscribers and ICT market) will also be included in the report.

Web site of the World Summit:

http://www.itu.int/wsis/index.html

a)
United Nations Educational, Scientific
and Cultural Organization

a) Executive Board

ex

Annex I **One hundred and sixty-fourth Session**

164 EX/21
PARIS, 2 April 2002
Original: English

C. Item 3.6.1 of the provisional agenda

43. REPORT BY THE DIRECTOR-GENERAL ON A DRAFT CHARTER ON THE PRESERVATION OF DIGITAL HERITAGE

Annex I

Annex II **SUMMARY**

In accordance with Resolution 31 C/34, the Director-General is hereby submitting to the Executive Board a report on the preservation of digital heritage. This report is a discussion paper highlighting the principles for the preservation and continued accessibility of the world's ever growing digital heritage. It also contains elements for a draft charter and strategy for the preservation of this heritage, which constitutes part of the 'Memory of the World'.

Decision required: paragraph 11.

1. The General Conference adopted Resolution 34 at its 31st session, drawing attention to the ever growing digital heritage in the world and the need for an international campaign to safeguard endangered digital memory. The General Conference also invited the Director-General to prepare a discussion paper for the present session of the Executive Board containing elements of a draft charter on the preservation of born-digital documents, to be submitted for adoption to the General Conference at its 32nd session in 2003, as well as to encourage the governmental and non-governmental organizations and international, national and private institutions to ensure that preservation of the digital heritage be given high priority at the national policy level.

2. A discussion paper was prepared for UNESCO by the European Commission on Preservation and Access. From this paper, attached as Annex I, and preliminary consultations with the actors involved in the digital preservation, a number of major problem areas and courses of actions were identified.

3. A large part of the vast amounts of information produced in the world is digital, and comes in a wide variety of formats: text, database, audio, film, image. For cultural institutions traditionally entrusted with collecting and preserving cultural heritage, the question has become extremely pressing as to which of these materials should be kept for future generations, and how to go about selecting and preserving them. For conventional materials, a certain amount of agreement exists on how to collect information worth preserving.

4. With the advent of digital media, a new and complex environment has come into being. Not only are the media new, but also the contents and the means of distribution have changed dramatically, and new players – among users as well as creators of information - have entered the stage. It has become urgent to establish a clear framework which could facilitate collection, classification and preservation efforts. Technical guidelines will be developed and regional consultations will be convened by UNESCO to stimulate commitment and involvement and establish a clear definition of tasks and responsibilities related to digital heritage, which could then serve as a foundation for an International Charter on the Preservation of Digital Heritage.

5. Legal frameworks defining responsibilities and procedures need to be adapted or extended to be able to deal with the new digital environment. Adequate legislation in this area is a necessary instrument for institutions in order to define tasks and select materials for preservation. Regional consultations should elaborate options on how to extend deposit legislation to all digital materials regarded as publications. It should also establish whether legal frameworks for archives could cover all documents which constitute a record regardless of its format.

6. A wide array of intellectual property rights may be associated with web sites combining mixed materials from various sources. Copyright legislation places such strict limitations on copying that libraries can not even preserve subscribed electronic journals without infringing the rights of owners and creators. Software copyright is another important issue. Agreement on the principle of the right to copy for preservation will therefore have to be sought to make copyright aspects of preservation more easily manageable.

7. The use of standards and adequate description and documentation facilitate long-term preservation of online resources and help to reduce costs. Creators of digital materials and the

ICT industry have to be involved in the process of preservation as their co-operation can reduce the burden for heritage institutions. Creators will have to be encouraged to use open standards and provide adequate documentation of files. The ICT industry should be convinced of the value of open source software and the need to publish detailed and complete documentation to make sure their products can continue to be used in a preservation setting.

8. Co-operation, guidance, leadership and sharing of tasks are all key elements for preservation of digital heritage. Cultural institutions need the co-operation of creators of information and of software producers. Adequate resources and support at policy level are indispensable to ensure that future generations continue to have access to the wealth of digital resources in whose creation we have invested so much over the past decades.

9. Based on the above findings, UNESCO has developed a strategy for the promotion of digital preservation. This strategy is centred on: a) a wide consultation process with governments, policy makers, producers of information, heritage institutions and experts, the software industry as well as standard-setting organisations; b) dissemination of technical guidelines; c) implementation of pilot projects and; d) preparation of a draft charter on the preservation of digital heritage for adoption by the General Conference at its 32nd session;

10. To arrive to the adoption of the Charter, the Director-General suggests the following procedure: In the light of the observations of the Executive Board on the present report, together with the comments expressed by the Intergovernmental Council of the Information for All Programme, during its first session held from 15-17 April 2002, the Director-General shall prepare a Preliminary Draft Charter to be circulated to Member States for broad consultations with policy-makers, professional communities concerned and private sector, requesting their comments and suggestions before January 2003. In keeping with the opinion of the Member-States expressed as result of these consultations, as well as views emerging from regional expert meetings convened by UNESCO, the Director-General shall prepare a Revised Draft Charter and submit it to the 166th session of the Executive Board. It will then be transmitted by the Executive Board, along with its comments, to the General Conference at its thirty-third session, for consideration and adoption.

11. In the light of the above report and the attached discussion paper, the Executive Board may wish to consider the following decision:

The Executive Board,

Having examined document 164 EX/21,

Recognizing that the preservation of digital heritage is an urgent issue of worldwide concern,

Endorses the suggested strategy and procedure,

Invites the Director-General, taking into account the discussions at its 164th session as well as the debates of the Intergovernmental Council of the Information for All Programme at its first meeting in April 2002, to prepare a Preliminary Draft Charter on the Preservation of Digital Heritage to be circulated to Member States for broad consultations and subsequently submit a Revised Draft Charter to the 166th session of the Executive Board.

(1) Annex I

(a) *Preservation of the Digital Heritage*

Discussion paper prepared for UNESCO
by the European Commission on Preservation and Access
(Amsterdam, February 2002)

INTRODUCTION

1. A large part of the world's information is now produced digitally. Digital resources range from medical records to movie DVDs, from satellite surveillance data to web sites presenting multimedia art, from data on consumer behaviour collected by supermarket tills to a scientific database documenting the human genome, from news group archives to museum catalogues.

2. The rapid spread of information technology makes preservation of digital heritage a worldwide concern. More and more digital systems for administrative purposes are being introduced everywhere, and a great many countries are digitizing cultural materials for better access.

3. The speed at which the digital world moves has upturned the order of all established preservation practices. Generations of platforms, programmes and machines succeed one another so quickly that it is a matter of years rather than decades before materials become inaccessible as a result of compatibility problems. The timescale for preservation has shrunk: steps to ensure that digital materials remain accessible have to be taken very early on in their lifecycle.

4. Governments and policy makers should be aware that preservation of digital heritage is an urgent issue and that solutions cannot be found overnight. The risk of losing essential materials in which valuable resources have been invested is very real. It is therefore crucial that countries assume responsibility for digital heritage and take steps to prevent such loss.

EXISTING MODELS AND LEGAL FRAMEWORKS

5. Traditionally, preservation of cultural heritage has been supported by legal frameworks and procedures which are largely based on formal criteria. National libraries collect and preserve publications through legal deposit of the national production, and there is extensive archival legislation defining when and how records must be transferred to archives for selection and preservation. Specialized archives and museums have responsibilities for collecting and preserving sound, photographs or film. Legislation may vary considerably between countries (e.g. regarding the categories of material to which legal deposit applies), but there is wide agreement on the basic principles, and all parties involved in the process are well aware of them.

6. In the digital world, new types of materials have come into being that are hard to classify by conventional criteria. Multimedia materials combine different types of content

with different functionalities. Web sites may combine files with various types of content – data, texts, images, sound– and many of them are (partly) dynamic. Web sites may also be distributed sites including materials stored on different servers at different locations in the world. Such mixed or dynamic materials do not fit into traditional categories; on the basis of existing policies it is often not possible to decide where the primary responsibility for collecting and preserving them should lie.

7. Although we speak of '*publishing* on the internet', it is not at all clear what constitutes an internet publication. Place of publication, an essential criterion in deposit legislation, can no longer be used to define the national production or imprint: domain names do not necessarily reflect where the material is produced and in which language, and many sites are mirrored in other locations.

8. That raises the question of which materials should be considered publications as defined by deposit legislation, and how deposit legislation can be adapted to include digital materials that national libraries should preserve. Although some countries have extended legislation to cover offline publications such as CD-ROMs, the case of online materials is as yet still diffuse.

9. In the archival world, electronic records have taken the place of paper. With records being used for years or even decades, they will inevitably have to be moved from outdated environments to new ones, with the risk of changes or loss of content, functionality or original appearance. In the absence of a fixed object that can be preserved as is, it becomes necessary to decide which elements actually make up an authentic electronic record and need to be preserved.

10. Legal frameworks defining responsibilities and procedures need to be adapted or extended to be able to deal with the new digital environment. Adequate legislation in this area is a necessary instrument for institutions to define tasks and select materials for preservation.

THE INTERNET AS A CULTURAL SPACE

11. The internet consists of one billion pages and keeps growing. A number of these pages are devoted to materials of the kind that we traditionally associate with heritage institutions: electronic journals and articles, newspapers, photographs, catalogues and finding aids, and other kinds of records and documents.

12. However, the internet is an extremely democratic medium, and on the other end of the scale there are innumerable web sites created by individuals and informal groups. Virtual communities of people scattered over the globe but united by shared interests discuss just about anything under the sun, including such topics as endangered languages or regional cooking. Artists experiment with multimedia web sites as new art forms, amateur genealogists present data on their family's history. Taken as a whole the internet in many ways reflects our society, as a huge open space where a variety of cultural activities are pursued.

13. Preservation of digital heritage will somehow have to deal with new manifestations of cultural content on the web, which challenges traditional classifications of materials worth

keeping. Unfortunately, it is risky to rely on time to sift what may prove to be of lasting value from the merely ephemeral. Web sites are changed and updated constantly, and superseded materials vanish without leaving a trace. Estimates for the average life expectancy of a web page vary from 44 days to two years. When organizations go out of business or lose interest, whole web sites disappear from sight.

14. This not only happens with informal or temporary sites, but also with central and official ones. Some heritage institutions, recognizing the risks posed by the instability of the internet, have opted for a proactive approach. From the wide diversity of materials on the web, they aim to safeguard access to what is potentially of lasting cultural value. However, their work is complicated by the fact that there are no established formal criteria to select web sites for preservation. New policies need to be developed to ensure that all kinds of web content that may be of value for later generations are indeed saved for posterity.

APPROACHES TO DIGITAL PRESERVATION

15. A number of initiatives to preserve digital materials have been ongoing for some time. In scientific and scholarly research, computerized data have been created and used for decades. The space and earth observation communities, using massive amounts of data that need to be studied over a long period of time, have been very active in developing a reference model for archiving data that is being widely adapted. Data archives, especially in the social sciences and the humanities, have for years been collecting data sets created in research projects so that they are maintained and can be re-used.

16. National libraries generally approach the digital environment from the angle of deposit legislation. Deposit of offline digital products, such as CD-ROMs, is in several countries already a legal requirement. Online electronic journals are treated as an extension of a long tradition of print publishing, which libraries have always collected and preserved. To ensure continued access to the whole of the scientific electronic journal environment, including live links, data and multimedia presentations, libraries are now trying to come to arrangements with publishers about deposit, as yet often on a voluntary basis.

17. Several libraries have developed strategies for selecting and preserving web sites on the basis of a concept of 'publication', of which the Pandora project of the National Library of Australia is perhaps the best-known example. 'Publication' is defined here in broad terms: anything on the internet is regarded as a publication, only organisational records are explicitly excluded. At the center of the policy is the idea of national production constituting national cultural heritage: sites selected for preservation should be about Australia, or deal with a topic highly relevant for Australia and written by an Australian. Selection is determined by content and 'high priority is given to authoritative publications with long term research value'.

18. Some national archives, as for instance the Public Record Office and the National Archives of Australia, have extended policies for electronic record management to include web sites of government agencies (public sites as well as intranet sites) and developed guidelines describing best practices. The Public Record Office warns that materials on web sites are not always recognized as records. Rigorous records management is required also for web sites. Responsibilities and procedures for identifying records and managing them remain valid in the internet world.

19. Other institutions are focusing on collecting materials in a specific discipline. The International Institute of Social History as a research institute with the task of collecting and archiving materials relating to social history, decided in 1994 to collect internet documents on politics, social affairs and ecological issues. Their collection policy is exceptional in that it also includes newsgroups, and they have now collected 900,000 messages from 974 newsgroups which are accessible over the internet.

20. Apart from these selective approaches for preserving web content, there are also examples of comprehensive approaches, which collect enormous numbers of web pages without any selection for content. The Internet Archive, started in 1996 as a private, non-profit enterprise, collects freely available web pages worldwide and now comprises over 10 billion web pages or 100 terabytes of data (5 times the size of all the materials held by the Library of Congress). The Internet Archive launched a 'Wayback Machine' in October 2001 to provide free access to the archive over the web.

21. In Sweden, the Kulturarw3 Heritage Project has been harvesting Swedish web sites since 1996. In the Finnish EVA project all 'the freely available, published, static HTML-documents with their inline material like pictures, video and audio clips, applets etc' in the .fi domain are harvested. This activity of harvesting all materials freely published in the Finnish internet is regarded as complementary to the legal deposit of paid materials by established publishers.

22. At the moment, the main aim of these initiatives is to save web materials that would otherwise in any case have been lost forever. However, rendition of captured sites is as yet incomplete, for capturing online information is extremely complex. Links to external sites will in many cases be broken and interactive navigation cannot always be retained. More and more web pages are dynamic, generated 'on the fly' by databases hidden behind the static front end of the site. It is estimated that the databases behind web sites, together called the 'deep web', contain many more times the amount of information accessible on the surface . The information in those databases cannot be captured by copying the web site, as it is not available in ready-made pages at the surface. Moreover ,after only five years of archiving, there is no saying yet how it can be ensured that these materials will still be available after 25 or 50 years.

23. In spite of many uncertainties, the initiatives taken by memory institutions are valuable explorations of the legal, organizational, economic and technical frameworks required for preservation of on- and offline materials. The experience gained by the pioneers in this area will be of huge benefit to the whole cultural sector and will contribute considerably to the development of infrastructure and policies for preservation.

WHAT IS PRESERVATION OF DIGITAL HERITAGE

24. In the world of print, preservation can be achieved by preserving the paper object or, if that is not feasible, creating a durable surrogate for instance on microform The equivalent in the digital world would be, for example, to preserve a CD-ROM, or transfer its contents to another type of carrier. However, this does not achieve much more than preservation of the actual bits that make up a file. Whereas this is obviously a necessary condition for preservation, it is not sufficient to ensure that the information can be read and interpreted in the long run.

25. As file formats and programmes also become outdated, preservation of digital materials has to deal not only with maintenance of the files themselves but also with ways of keeping them accessible. This means that either the programmes have to be preserved as well and somehow kept running on new platforms, or the files have to be converted to another format that can be interpreted by new programmes. As the digital world moves on all the time, this is a continuous process if materials need to be kept accessible for decades (or even forever). In many cases this will, sooner or later, result in loss of information, functionality and/or appearance, especially with complex, multimedia materials that combine a variety of file formats and applications.

26. This poses risks for integrity of digital materials: how can it be ensured that the digital object, moving from one environment to the next, remains complete and undamaged? A different but related issue is authenticity, which relates to the trustworthiness of materials, in particular of electronic records. As records are used for accountability and as evidence of transactions, it is crucial for future reference that the original exists as it was first created and that the record indeed is what it purports to be. Integrity and authenticity do not only depend on protecting files against intentional changes by unauthorized persons, but also on controlling inadvertent changes resulting from misinterpretation or misrepresentation by computer systems.

27. Preservation of digital materials is first of all a matter of defining the content and properties that need to be represented in future systems. For instance, data in a complicated table may be 'frozen', i.e. only the results of the calculations are kept, not the software to produce them- or they may be kept 'alive', by retaining the software, thus offering future users possibilities for searching, selecting and sorting.

28. If optimal functionality and access is the primary goal, it may even be necessary to upgrade to future requirements and devise systems that can incorporate the improvements of developing technology. Otherwise, future users will have to be satisfied with a level of access and functionality limited to what was possible in days (then) long gone.

29. In contrast, if there are reasons for representing materials in a historical context, one may wish to retain as much as possible of the original, so that future users can experience the material as we experience it now. These issues come up in the preservation of electronic art as for some artists the way the work is displayed (e.g. on a specific type of screen or using a specific browser) is an integral part of the work. To ascertain what the work really is and how it is meant to be shown, museums now often collect information on artists' intentions to guide preservation efforts.

30. As the aim of preservation varies, so will the requirements for future representation and consequently the technology to meet them In all cases, adequate representation at a later stage depends on the identification of the type of content and file formats as well as the software that makes access possible. Only if one knows what one is dealing with can suitable preservation measures be taken. Documentation starts at the lowest level, by describing the characteristics of the bit stream as well as the hardware/software environment capable of rendering the object in its present form.

31. Additional documentation is needed to understand and evaluate what is presented: information presented as such, without context and background information, will be hard to

'place'. It makes all the difference for understanding a map with red dots on it whether it was used for geological exploration or military actions, and this cannot always easily be seen from the map itself if it is presented in isolation. It therefore needs to be specified how and when the material came into being, who has held it, and how it relates to other information.

32. Documentation of materials is a prerequisite for understanding how they are meant to be preserved, and constitute a considerable additional burden on heritage institutions. To facilitate preservation, efforts will have to concentrate on developing standards for documentation for specific classes of materials and on exploring how processes can be partly automated.

TECHNOLOGICAL ISSUES

33. Most digital materials cannot meaningfully exist outside the digital environment. Printing the information out on paper to preserve it would only work for a small category of straight text files. Generally, in order to use the material at some future moment as it is meant to be used, both content and functionality need to be preserved. Preservation of digital materials is therefore a complex technological task that has to deal with several aspects simultaneously.

34. Basically, there are three ways in which digital materials can become inaccessible: (1) degradation of the media on which they are stored, (2) obsolescence of software making it impossible to read digital files, and (3) introduction of new computer systems and peripherals that cannot handle older materials.

35. Tapes and disks are all subject to physical decay and none of them has a lifespan that is comparable to that of preservation-standard microfilm or acid-free paper. They need to be stored under controlled conditions, but even so materials should be copied onto new media at regular intervals to prevent loss through deterioration of carriers. 'Refreshment' of materials, i.e. transferring them to new media, often becomes necessary because a specific type of disk or tape can no longer be used in current computer systems. The disappearance of the 5 1/4 disk and the accompanying disk drives is a case in point. Refreshment is a recurring activity in any preservation programme.

36. Obsolescence of software and hardware leads to (partial) loss of information or functionality of files in their original format. Successive versions of programmes may be compatible, but software producers do not usually support compatibility over a long period. Programmes disappear from the market or can no longer be used on a new platform. The combination of dependence on old versions of programmes that used to run on old platforms of outdated computer systems inevitably spells digital death.

37. For the short term, it may be possible to keep the original environment (hardware and software) functioning. There is, however, wide agreement that this will not work in the long run, as it will result in an ever-growing collection of outdated computers and peripherals that is very hard to maintain over time.

38. Different approaches have been suggested to combat obsolescence of software and hardware. One method is to convert files to new platforms or different programmes. This is especially attractive if they can be converted to a standard, non-proprietary format, as this facilitates maintenance over time. However, conversion may lead to unacceptable loss of

functionality, especially with complex databases or multimedia materials. Even with relative simple materials it is hard to predict the cumulative effect of successive conversions over time.

39. Other approaches aim to recreate superseded versions of operating systems and programmes in new environments, so that the files can be kept in their original format and read with the software in which they were first created. This is certainly a way to bridge one or two generations of platforms, but over time, as new systems keep being introduced, one may be faced with a Chinese boxes effect that becomes complex to handle. Another disadvantage may be that functionality is kept at the level of outdated systems, which may not be very satisfactory for future users.

40. It is as yet uncertain what will prove to be feasible and successful, and many institutions are doing research, creating test beds and pilots to gain more experience with potential solutions. In the meantime, a better appreciation of the risks and complexities among producers of digital materials could make all the difference for institutions engaged in developing preservation systems.

41. Producers can facilitate preservation efforts by using (official or *de facto*) standards, like XML, TIFF or PDF. The use of proprietary software complicates matters not only because it is protected , but also because it is often inadequately documented, which makes it impossible to predict the outcome of a conversion in every detail.

42. Creators of digital materials and the ICT industry have to be involved in the process of preservation as their cooperation can reduce the burden for heritage institutions. Creators will have to be encouraged to use open standards and provide adequate documentation of files. The ICT industry should be convinced of the value of open source software and of the need to publish detailed and complete documentation, to make sure their products can continue to be used in a preservation setting.

43. The technology for preserving digital materials requires investments in research and development that are substantial. However, such investments are negligible compared to the resources invested in creating the materials in the first place, and the cost to society if no adequate systems are developed and materials are thereby lost.

ORGANIZATIONAL ISSUES AND RESPONSIBILITIES

44. Traditionally, the roles of creators and of keepers of information have been quite distinct. Basically, those who created materials had no interest in their preservation, and those who kept materials had no control over their creation. This division of tasks has to be abandoned in the digital world. Preservation requirements have to be taken into account very early on, even at the point when material is created, and 'the first line of defence against loss of valuable information rests with the creators, providers and owners of digital information'.

45. Creators should be made aware that choices made at the time of creation affect the possibilities for later archiving. The use of standards and open formats, adequate description and documentation, and the use of permanent names for online resources facilitate long-term preservation and help to reduce costs. Creators should realize how good practice in producing digital materials can help to maintain them over time.

46. Many producers of information manage their own materials for some considerable time after they have been created and in doing so will have to deal with preservation-related issues. Record-creating agencies often have to retain records for decades and have to make sure they can be accessed and used: in the past, national archives were expected to take preservation measures for records which they received only after twenty or thirty years.

47. Publishers are motivated to keep digital materials accessible for some time, often storing them in standard formats such as SGML and XML, because it is commercially attractive to be able to re-use them for new products. Also, as libraries do not physically hold the e-journals to which they subscribe, they depend on publishers for such continued access to older materials. At the same time, the publishing industry underwrites the role of libraries and relies on them for long-term preservation. A joint draft statement of IFLA and IPA explicitly distinguishes short-term archiving by publishers (for as long as publications are economically viable) and long-term archiving by libraries.

48. The cooperation of creators and owners of information in developing working models for preservation is crucial. For instance, copyright issues need to be resolved before libraries can take any steps to maintain materials. Copyright legislation places such strict limitations on copying that even transferring files to the library's system may constitute an infringement of the rights of owners and creators. Although publishers recognize that copyright may be a barrier for long-term preservation, they are at the same time wary of any arrangement that would interfere with their commercial interests, by making deposited materials easily accessible on networks.

49. There are some examples of arrangements between libraries and publishers that aim to balance the interests of both parties, allowing copying only for preservation purposes while restricting access. However, rights management is developing into an extremely complex area and not all aspects can be covered by agreements between publishers and libraries. When a digital product relies on proprietary software owned by third parties, the creator of the content does not usually hold these rights. Software vendors have so far hardly been involved in preservation efforts and software is not usually covered by deposit legislation. A dazzling array of rights may be associated with web sites combining mixed materials from various sources. Agreement on the principle of the right to copy for preservation will therefore have to be sought to make copyright aspects of preservation more easily manageable.

50. Ideally, responsibility for preservation is shared by creators and keepers, each maintaining materials during a certain stage of their life cycle. As creators are not always aware of all the risks, heritage institutions actively seek their cooperation and provide guidance on creation and preservation. Deposit regulations should help to ensure that materials are indeed transferred to an archiving institution. Such regulations should not only be developed for records and publications, but also for instance for research data, by making deposit a condition of research grants.

51. Building a deep infrastructure capable of supporting a distributed system of digital archives would depend on trusted organizations capable of keeping materials alive for the long term. National libraries and archives are at present taking on this role, as are a number of specialized research institutes and data archives. There are, however, a range of other institutions that may have a task in preserving certain types of materials (digital photographs,

sound, art, broadcasting materials) or preserving materials for a specific community (institutions with a local or regional task, research institutes in a specific discipline).

52. Digital archives need to be trusted organizations. Those who transfer materials for preservation have to be certain that integrity and authenticity are ensured, that technical measures are taken in time, and that rights and restrictions for access will be observed. At the moment, tasks and responsibilities of such trusted repositories have not been defined. The leadership of national institutions in testing models can help other heritage institutions to understand the requirements for an operational preservation system and to set up systems for their own field.

53. Preservation of digital heritage is as yet an unknown territory for most institutions. When they take on responsibilities in this area, they will have to adapt organizational structures and redefine tasks of staff. Cooperation and exchange of experience will be essential to avoid expensive mistakes, and training programmes for staff are a priority for all institutions facing the digital challenge.

54. Cooperation, guidance, leadership and sharing of tasks are all key elements of programmes for preservation of digital heritage. Cultural institutions need the cooperation of creators of information and of software producers. The creation of a system of distributed archives depends on national guidance as well as international cooperation. However, the terrain is so new and experience as yet so limited, that immense efforts will be needed to build up the necessary infrastructure. Adequate resources and support at policy level are indispensable to ensure that future generations will still have access to the wealth of digital resources in whose creation we have invested so much over the past decades.

(i) Annex II

Annex III ELEMENTS FOR A CHARTER

D. Preamble

Reference to the Constitution of UNESCO and to its specific mandate to ensure the preservation and promotion of the world's cultural heritage and its diversity.

Reference the Information for All Programme, providing a platform for discussion and guidelines for action on issues such as preservation of information and universal access to it, and participation of all in the emerging global information society

E.

F. Scope

1. A large part of the world's information is now produced digitally, and most of this exists in digital form only. The web functions as a resource for information and communication as well as a cultural space where a diversity of materials are produced that cannot easily be classified in well-known categories. Much of this digital material is

potentially of lasting value, whether cultural, legal, or practical, and new, pro-active strategies need to be developed to ensure it is saved for posterity.

2. The preservation of our digital heritage is a new responsibility that falls on the actors of the information society. It is an ongoing activity that requires commitment and involvement, not only from heritage institutions, but also from governments, policy makers, producers and users of information, the software industry and international professional organisations and associations. Solutions depend on large-scale cooperation and the creation of a lasting infrastructure. Lessons learnt from the preservation of other forms of world heritage, whether intangible or tangible, such as monuments, manuscripts, printed or audiovisual documents, should be kept in mind.

Roles and responsibilities

3. Considering the exponential growth of the digital domain, clear preservation objectives both in qualitative and quantitative terms should be set. Guidelines should be provided to all concerned parties, and particularly national heritage institutions, as to which records should be preserved, and whether they should be preserved in a comprehensive and systematic way or only on a periodic sampling basis.

4. A clear division of tasks and responsibilities, based on existing roles and expertise, needs to be established in order to attain an infrastructure of distributed archives, functioning as trusted digital repositories. It should be established, in particular, how tasks can be shared between national heritage institutions and organizations working for specific discipline-oriented communities, at national, regional and international levels.

G.

H.

I.

J. Awareness raising

5. Awareness of preservation issues should be raised with producers of digital information. They should realize the importance of the use of standards and open source software and of adequate description and documentation. Outreach strategies of heritage institutions are needed to provide guidance and establish strong cooperation with the creators of materials.

6. The ICT industry should be made aware of the need to take preservation requirements into account. The value of standards and open source software should be promoted among software developers. They should be encouraged to make detailed and complete specifications of their products publicly available, especially for (versions of) programmes no longer on the market. Initiatives should be developed to build sustained repositories of specifications, documentation and related software.

Legal aspects

7. Existing legislation should be adapted to support national heritage institutions in the preservation of digital materials. Deposit legislation should extend to all materials regarded as publications, and legal frameworks for archives should include everything that constitutes a record, in whatever format it was produced. Additional procedures will have to be developed for materials that fall outside these categories (such as research data).

8. Copyright legislation should not act as an impediment for preservation of digital heritage. Owners of rights, of content as well as software, should be convinced of the need to allow heritage institutions to take actions necessary for preservation of materials. It should be possible to carry out such actions in the framework of general agreements specifying conditions for access and use.

K. Research and training

9. Further research to develop promising models and technology should be widely supported in order to achieve fully operational systems for preservation of digital heritage as quickly as possible. While the digital world moves ahead at a rapid pace, there is a serious risk that materials will be left behind and irretrievably lost. With so many resources being invested in the creation of digital materials, it is crucial to stimulate efforts aimed at ensuring their accessibility for future generations.

10. The leadership role in digital preservation of heritage institutions worldwide should be acknowledged. Their pioneering work in exploring legal, organizational, technical and economic aspects can provide the basis for defining best practices which should be strongly promoted in the whole community.

11. Extensive training programmes are needed to disseminate the expertise and experience gathered so far widely among management and staff of heritage institutions. Preservation of digital heritage requires new organizational structures, new approaches and new ways of thinking. Programmes will have to focus, not only on technical aspects, but also on training staff to deal with a changing environment and new directions.

Solidarity and strengthening capacities

12. In the face of the current digital divide, it is necessary to reinforce international cooperation and solidarity aimed at enabling all countries, especially developing countries and countries in transition, to ensure preservation and continued accessibility of their digital heritage, through sharing experience, disseminating results and best practices and concluding twinning arrangements.

13. Market forces alone cannot guarantee the preservation and promotion of the world's digital heritage. From this perspective, the pre-eminence of public policy, in partnership with the private sector and civil society, must be reaffirmed.

Search Contacts

IFLANET International Federation of Library Associations and Institutions

Annual Conference

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

GLASGOW 2002

INDEX

GENERAL INFORMATION

PROGRAM INFORMATION

REGISTRATION & HOTELS

CONTACTS

IN THIS DOCUMENT:

Agenda:

- **Council I:** Sunday, 18th August
- **Council II:** Friday, 23rd August

Convening Notice of the IFLA Council Meeting

To: Voting Members of IFLA

Date: April 2002

Please forward these documents, including your IFLA Voting Card, to your voting delegate who will attend the IFLA Council to be held in Glasgow, Scotland, United Kingdom, on Sunday 18th August and Friday 23rd August, 2002

The Governing Board of IFLA has pleasure in submitting this convening notice of the Council meeting of the Federation.

The Council will meet at the Scottish Exhibition & Conference Centre, Glasgow, Scotland, United Kingdom, on Sunday, 18th August 16:00 - 17:30 and Friday, 23rd August 15:30.

Ross Shimmon
Secretary General

AGENDA

Council I: Sunday, 18th August 2002, 16:00

1. Opening by the President, Christine Deschamps
2. Adoption of the Agenda
3. Minutes of the previous meeting, held in Boston, on 19th and 24th August, 2001
4. Communication by the Glasgow Organizing Committee
5. Appointment of Tellers
6. Presentation of the Annual Report by the Secretary General
7. Presentation of the Annual Accounts 2001 by the Treasurer
8. In memoriam of those members who have died during the past year
9. Proposed adoption of the 'Glasgow Declaration' proposed by the Chair of the IFLA/FAIFE committee
10. Proposal on Fees Structure for International Association Members by the Treasurer
11. Proposal to give powers to the Governing Board to increase Membership fees by the Treasurer
12. Adjournment of Council until Friday 23rd August.

Council II: Friday, August 23rd 2002, 15:45

12. Opening by the President, Christine Deschamps
13. Motions and Resolutions (see notes below)
14. Closure of the Council meeting by the President.

NOTES

1. Voting will take place in Council I on agenda items 9, the proposed 'Glasgow Declaration' and 10, Proposals for membership fees for 2003. Voting may also take place during Council II on any motions and resolutions submitted.
2. Voting delegates should take their seats in the designated area in the front of the hall
3. **Voting Papers:** Voting delegates can obtain the necessary voting papers at the IFLA Voting Office located in the Registration area of the Scottish Exhibition and Conference Centre. Voting papers will be distributed only to those delegates who are in possession of the IFLA Voting Card 2002, duly signed by the appropriate authority. The IFLA Voting Card is enclosed with these documents if your membership fees for 2002 have been paid.
4. **The Voting Office** will be open on Friday 16th August from 14:00 - 18:00, Saturday 17th August from 09:00 - 18:00 and Sunday 18th from 09:00 until 16:00. **Please collect your voting papers as early as possible.** Please do not leave it until the last minute!

5. **Representation:** the relevant articles of the IFLA Statutes and Rules of Procedure are as follows: Statute 15.1.1 Each Member is entitled to be represented at Council by one or more representatives. One such person shall be designated by the Member to exercise the right to vote. Statute 15.8.1 Each Member may be represented at a Council Meeting by another Member. Such Member may exercise proxy votes on behalf of the Members they are representing.
6. **Voting Papers:** To obtain voting papers, representatives, or proxies of qualified Members should call at the voting office during the hours set out in note 4 above with the IFLA Voting Card of the member concerned. The IFLA Voting Card should all carry the name of the representative or proxy, and the signature of the competent authority of the Member concerned.
7. **The deadline** for submitting motions and resolutions to the Secretary General is **Wednesday 21st August, 12:00**.
8. **Motions:** a Motion is a proposal that the Council take certain action or that it express itself as holding certain views. A motion must be seconded. A motion may be made from the floor in a Council meeting, but must, at the same time, be handed over in writing to the Chair. A motion may be made and seconded by:
    - Authorised representatives of Members
    - IFLA Officers [Members of the Governing Board, Directors and Officers of Core Activities, Chairs, Secretaries and Treasurers of Divisions, Chairs and Secretaries of Sections and Round Tables]
9. **Resolutions:** two types of Resolutions are recognised: general resolutions and professional resolutions.
    - **A general** resolution is defined as a written statement aiming at a decision (be it resolved that …"). Such resolutions can be made by authorised representatives of Members and IFLA Officers (see definition in Note 8 above) only.
    - **A professional** resolution is defined as a written statement indicating an intention or a position which needs further clarification by one of IFLA's professional steering bodies before any follow-up can be expected. A professional resolution needs no seconder and can take any form. No discussion normally follows acceptance of a professional resolution, although clarification can be sought and provided at the discretion of the Chair. A professional resolution may be submitted by authorised representatives of Members, or persons acting on behalf of the Core Activities, Divisions, Sections, or Round Tables.

Latest Revision: *July 12, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**133-089-E**
Division Number:	**0**
Professional Group:	**Copyright and other Legal Matters (CLM)**
Joint Meeting with:	**-**
Meeting Number:	**89.**
Simultaneous Interpretation:	**Yes**

The Trophy Collection of Books from *Sárospatak* in Cultural Context of the New Millenium

Ekaterina Genieva
All-Russia State Library for Foreign Literature
Moscow, Russian Federation

Strange as it may seem, the problem of cultural valuables displaced as a result of wars is discussed as a cultural issue in the last place. Yet the very roots of this problem are related to basic cultural archetypes, compared to which all legal and political aspects are secondary. Originally, victors treated captured "cultural valuables" (as we call them now) as material valuables and, at the same time, as sacral ones. Under modern civilization cultural and sacral values have merged in many ways: the fruits of other people's spiritual culture are their sacred objects, so to appropriate such objects means, consequently, to defeat the enemy's spirit. That is why the issue of "trophy" objects of art and books is so important to the tolerant mentality which will not stand either victory or defeat in spiritual sphere.

One may hope that, in the end, legal and political aspects of displaced valuables will stop being a problem of interest to mankind as a whole. Some particular disputes to be settled in courts will probably remain, and more displaced objects will be discovered and dealt with one way or another in accordance with established regulations, but nothing will survive of political issues which people endeavor to settle in connection with questions of displaced valuables at present.

However as it has not happened yet, it is quite reasonable to consider this problem from another point of view: what role do or can displaced book collections in their present state play in culture?

First of all I would like to note that there exists a very small number of books whose value is comparable to that of masterpieces of fine art, so that when it comes to books, only large collections are valuable first of all while the value of every separate book is relatively low. But book collections were, as a rule, split during displacement thereby loosing their value.

This time I am going to speak about the trophy book collection from a Hungarian town of Sárospatak. First, to touch upon such subject is natural for a librarian; second, the staff of the Library for Foreign Literature took an immediate part in this project; and, in the third and highly important place, this project sets an excellent example of international cooperation, enriching culture of humanity as a whole.

In my opinion, displaced books are valuable mainly because they used to be (and virtually still are) parts of *larger collections* put together in former times.

This applies in full measure to the Sárospatak Reformed College's collection, transferred as a result of World War II to one of Russian libraries, namely to the Nizhny Novgorod State Regional Scientific Library (then Nizhny Novgorod was named Gorky).

To begin with, Sárospatak is a small town in the North-East of Hungary. From the 16th century on it has been widely known in Europe as an educational and cultural centre. The Reformed College's Library was founded in the 16th century - at the same time as the College itself. The core collection consisted mainly of Protestant theological books in both Hungarian and foreign languages. In building up the Library stock the decisive factor was that it had been conceived as a large collection of printed books and manuscripts on the history of Hungarian education, upbringing and culture.

By the beginning of World War II the collection amounted to 73 719 volumes. In 1938 for reasons of safety the most precious books had been transferred from Sárospatak to Budapest and deposited in two metropolitan banks (the Hungarian Commercial Bank and the First National Savings Bank) where they were kept during World War II. However at the end of the War both banks were demolished and the most valuable part of the Sárospatak collection vanished. It was believed to have been lost forever until the 1990s when most of these books were found in the Nizhny Novgorod State Regional Scientific Library.

While laboriously reconstructing the fate of the Sárospatak books on the territory of Russia, we managed to find out that in 1945 a unit of the Soviet Army returning from Germany brought to Gorky a large collection of Hungarian cultural valuables. Among them there were books which were later identified as those from the Sárospatak Reformed College. It is still not quite clear how such large collection of Hungarian valuables happened to arrive in Gorky on the same train as this unit of the Soviet Army. This issue is yet to be thoroughly studied. Unfortunately, no actual witness left any record of the events, and documents kept at the museum are rather inadequate and of a later origin. Nevertheless, we managed to establish some facts. At first, all valuables had been housed in the building of the Gorky Commandant's office, on the Novgorod Kremlin's territory, and were kept there for some time.

Then military and civil authorities came to an agreement on moving all valuables to the Gorky Fine Arts Museum. There the exhibits were placed in three separate storerooms. The books were set up in a small room of about 10 square meters on open shelves rising from the floor to the ceiling. First inventories of and documentation on Hungarian valuables moved to the Museum were made a number of years later since the military administration refused to sign any acts of delivery. The list of the book collection was made even later, and no trophy books, except publications in French and German, were ever described by the Museum workers at that. The whereabouts of all trophy Hungarian valuables transfered to the Museum was a matter of utmost secrecy. Thus, the books had been kept in the Gorky Fine Arts Museum in the atmosphere of complete oblivion until March of 1960, when Vladimir Baturo, newly appointed director of the Museum, decided to expand the facilities at the expense of the room where the trophy books were stored. The books mostly did not meet the Museum's specialization, and this also helped in their transfer to the Gorky Regional Scientific Library. In the spring of 1960 about 1000 books in different European languages including Latin were delivered to the Library in three days under a verdict of the regional cultural administration. Kapiton Kustov, deputy director of the Library, supervised the delivery.

There the books became "hostages of silence" once again, sharing the typical fate of all trophy books transferred to the Soviet Union.

The books were kept in a secret (so-called "special") storeroom, inaccessible not only to general public but to majority of librarians as well. Those seeking access to the books had to obtain a special admission of the state security bodies. The books had no inventory numbers, no bibliographical descriptions and not a soul in the library knew of their existence at all but the three staff members, who had taken part in their delivery.

The books were finally 'revealed' 50 years later, in 1994, after the Ministry of Culture of the Russian Federation had given an order to open up "special" storeroom in cultural institutions. By that time even the experts working in the Library for many years could not say what were these books and how they had found their way in a "special" storeroom. Only one woman who had been involved in the delivery in 1960 was still alive to identify the books.

In this case we have to deal with a highly significant part of a large collection of printed books and manuscripts on the history of Hungarian education, upbringing and culture which is of great bibliographic, historic and cultural value.

Suffice it to say that the Catalogue of the Sárospatak collection brought out in Moscow by the Rudomino Publishing House in 1997 and compiled by librarians of the Library for Foreign Literature in Moscow and of the Nizhny Novgorod Regional Scientific Library jointly with Hungarian specialists contains descriptions of 1337 old-printed books, as well as of manuscripts and fragments thereof.

The most precious items of the collection transfered to Russia are certainly incunabula, among which there are such rarities as a unique "Catholicon" printed in Mainz 1460, an illustrated edition of the Bible printed in Nuremberg by Anton Koberger in 1483, 172 specimens of publications of the 17th century by the famous Elzevir's Publishing House, some of which are exceptionally rare. The collection also contains many publications in the old Hungarian language either printed in Hungary or belonging to Hungarian authors but brought out abroad. Among these publications there is the first edition of lyric poems by Bálint Balassi, one of the most renowned Hungarian Renaissance poets. There is no need to point out that the manuscripts and numerous abstracts of dissertations in this displaced Collection are unique because either there is just one copy of them in existence or they were brought out in a small number of copies. Yet it is essential to note in this respect that quite a number of the most remarkable printed editions in question, being most rare and important as they are, are represented, some of them by up to four copies, in collections of some other Russian libraries - such as the State Library and the National Library.

Russian–Hungarian co-operation on the issues of reciprocal restitution of cultural valuables has been going on for eight years now. It was in 1993 that the two parties agreed to establish a joint Russian-Hungarian working group to settle reciprocal restitution claims concerning cultural valuables displaced during World War II. One of the group's main activities was in particular identification of the books from the Sárospatak Reformed College's library kept in Nizhny Novgorod.

In view of the law "On Cultural Valuables Displaced to the USSR as a Result of World War II and Located on the Territory of the Russian Federation" adopted in 1999, the hopes of Hungarian officials as to returning the Sárospatak book collection back to Hungary have become well-grounded.

Under Article 8, clause 2, of the above-mentioned Law cultural valuables which were property of religious organizations or private charities and which were used exclusively for religious or charitable aims and did not serve the interests of militarism or Nazism can be returned to the country of origin. Guided by this Article of the Russian Law, Hungarian authorities sent in a claim to the Government of the Russian Federation concerning, among other things, restitution of all books from the Sárospatak Reformed College's collection. At present the Ministry of Culture of the Russian Federation in its capacity as a plenipotentiary federal body charged with the preservation of cultural valuables is considering this claim and carrying on constant consultations and negotiations with Hungarian representatives. As far as I know, one of the main problems obstructing practical solution of the question of returning the book collection is that so far there is no legislation in the Hungarian Republic on gratuitous return of Russian cultural valuables plundered during World War II which are or may be located on the territory of Hungary. Moreover, in accordance with an examination made by experts of the Russian State Library, the books from the Sárospatak Reformed College's collection are of great historic, cultural and bibliographic importance. That is true, but what this wording actually means in the framework of the Russian legislation is: a special Federal law must be adopted to allow the return of this particular collection, which, in its turn, entails delay in the process of restitution. But in my opinion, the most important thing is that the process has not only started but is progressing even if slowly and can hardly be stopped. We have already got some positive results in the field of restitution. For example, this year 115 stained-glass windows from Marien Kirchen kept in the Hermitage storerooms for over 50 years have been returned to Germany under the Federal law specially adopted towards this end.

In conclusion I would like to emphasize that the residence of the Sárospatak book collection in Russia for a long span of time is an important fact of cultural history. After all it is in Russia that these books have gained a new life since they filled up to a certain degree the gaps made in our culture by the Soviet regime based on total ideological control: when books arrived by cargo car loads, censorial supervision willy-nilly became weaker. Maybe, but for the World War II, Soviet scholars would have never got many important old theological and philosophic works at their disposal.

I am not trying in this way to justify illegal actions when they were illegal indeed, I want to illustrate a rather simple idea: residence in Russian libraries is an important "biographical" fact in the life of books and book collections. That is why, even when these books should unquestionably be returned to their previous owner, this fact is only a part of the problem.

The Sárospatak Reformed College's collection could be simply returned to Hungary on the basis of preliminary lists of books, since the printed catalogue jointly compiled by Russian and Hungarian colleagues has not so much put information on these publications into scientific use as rather has recorded a certain stage in the Sárospatak collection's biography. Such experience should by no means remain unique. It is regrettable that some owners when discovering parts of their former collections try to "skip" the procedure of bibliographical description, thinking that it makes no sense at all. An opportunity to return a collection is at the same time an opportunity to comprehend what has happened to it, and every reasonable human being should take interest in it. In other words, displacement of book collections in space, even violent and barbaric, is in itself an essential fact of culture. To neglect it and pretend that it has no significance is to impoverish human culture, while, on the contrary, to record and comprehend this fact means to enrich culture.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**062-090-E**
Division Number:	**I**
Professional Group:	**Library and Research Services for Parliaments**
Joint Meeting with:	**-**
Meeting Number:	**090**
Simultaneous Interpretation:	**Yes**

E-democracy and e-government – state of the art

Åke Grönlund
Umeå Universitet
Umeå, Sweden
E-mail: gron@informatik.umu.se

Introduction

Today there is much talk about "e-democracy", but what is that? Where does the term come from, and what does it mean? This paper will give a brief account of the background, of current e-democratic activities and - more importantly – of user attitudes, use patterns, new service models and new roles for organizations and civil servants.

Where does e-democracy come from?

The term e-democracy is deceptive. It comes as one of many names (teledemocracy, IT-democracy, etc.), by which is usually, and vaguely, meant information and communication technology (ICT) applied to enhance public participation in democratic processes. The focus is often on ICT use and projects rather than on democratic processes and institutional innovation. In my view, "e-democracy" should be assessed in terms of its defining processes, not to which extent ICT artefacts are used. This definition means that the term e-democracy is only convenient shorthand for ICT use in democratic processes.

This does not mean that there is nothing new about it. ICT use in democratic processes will no doubt lead to changes in information infrastructures – the institutionalised ways in which people communicate. Indeed, we can already see such changes, but we cannot tell the exact directions the development will take. There is no technological determination but many possible directions, and which initiatives will be successful depends on future actions by many actors.

The immediate background to e-democracy can be traced to three roots:

- The Internet culture, manifested in "Virtual communitarians" (Castells, 2001), people who use ICT for social organisation.
- Government rationalisation efforts manifested in programmes such as eEurope.
- A critical mass of Internet users in many countries.

All these factors individually mean not only more Internet use, but also requirements for democracy in different respects. Together they make all the difference.

Starting with the government initiatives motivations are typically threefold, and stemming from pressing realities:

1. Increased costs for public services require more *efficiency* in service delivery.
2. Increased demands require better *quality* of services.
3. Decreasing turnout in elections and declining membership in political parties require means to increase the *legitimacy* of the political systems.

The political "e"-initiatives express ambitions to employ IT to restructure operations and institutions so as to remedy all these three diseases. But both the degree and the nature of change vary. The following are two typical official definitions (from New Zealand and United Kingdom respectively):

"E-government is a way for governments to use the new technologies to provide people with more convenient access to government information and services, to improve the quality of the services and to provide greater opportunities to participate in our democratic institutions and processes." (NZ, 2000)

"[....] harness ICT to:

- improve the efficiency and effectiveness of the 'executive functions' of government including the delivery of public services;
- enable governments to be more transparent to citizens and businesses giving access to more of the information generated by government;
- facilitate fundamental changes in the relationships between the citizen and the state, and between nation states, with implications for the democratic process and structures of government." (Hirst & Norton, 1998)

e-government - expectations for democracy

As e-government is still in its early days and e-democracy is a marginal occurrence, investigations on use and attitudes should be interpreted with caution. There have been some investigations, though, which I believe can be interpreted as follows:

- Use of e-government applications will continue to increase.
- Users expect those applications to bring not only more efficient services but also some democratic benefits.

There is some support for this view. In an investigation by the Center for Technology in Government, University at Albany respondents ranked alternatives as follows when asked what they wanted from e-government (my italization):

Renewing a driver's license
Voter registration
State park information and reservations

Voting on the Internet
Access to one-stop shopping
Ordering birth, death, and marriage certificates
Filing state taxes

My italizations are made to emphasize that democracy-related items score high. The same is true in another investigation by Hart-Teeter for Council for Excellence in Government, when the same question yielded the following answers:

Access to medical information (80%),
Access to a *candidate's voting record* (77%).
Cost savings for government (71%)
A *legislation comment* site (71%)

Perhaps most interestingly, when (in the Hart-Teeter investigation) respondents were asked what the overall use of e-government would be, the answer was:

Increased government *accountability* to citizens (36%),
Greater public access to information (23%), and
More efficient/cost-effective government (21%).

That is, democracy was in fact seen as more important than service.

A new service model

Extensive use of electronic services will lead organizations to adopt a new service model, driven both by technical possibilities, economic incentives and user preferences. A short case will illustrate this new model.

AMV (Swedish National Labour Market Agency) has during the latter part of the 1990s left a system where the execution of services centred on the civil servants to one driven by self-service. Many factors have contributed to this change. One is that the number of unemployed more than doubled in the early 1990s, which led to the workload on the job agencies increasing beyond capabilities. Other reasons for change include competition from private companies, who in different ways – very much including use of the Internet – started activities very similar to those of the Government Job Offices. This includes a wide variety of organizations, including workforce leasing companies and newspapers, but also individual large companies who set up Web job offices for their own staff recruitment.

During the 1980s, the encounter between the job seeker and the prospective employer was mediated by the Job Office and the Job Journal, a printed weekly journal that was the main information source. All available positions had to be registered with the Job Office, which was then the active link between jobs and job seekers.

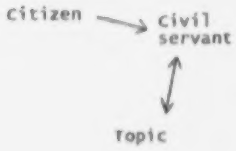
During the early 1990s, the Job Offices focused on matching the characteristics of the job seekers with the criteria of the available jobs. The role of the Job Office was to help the job seeker seeing what jobs that would suit her. IT was the tool for doing this matching, and it much guided the process, as both the job seeker and the Job Officer were dependent on what information was in the system and what matching criteria could be applied.

Today this has changed. The role of the Job Officer is now to point to different media by which the job seeker can help herself, to register job seekers and to control the activities. There are special information centres, where computers, a wide range of educational and supportive software, and Internet access are provided to the job seekers. These centres are now a link between the job seeker and the job officers. The client-organization encounter is structured by means of a great number of software applications to be used by the job seeker for various tasks.

This means that today all the work associated with finding jobs and education options are conducted by the job seeker herself, with considerable IT support. AMV has developed software for a number of activities related to this, such as how to approach an employer, testing of ones interests and qualifications, etc. There is also access to online catalogues of educations, free jobs, and CV-databases where the job seeker can file a presentation of herself for any employer out looking for labour to read.

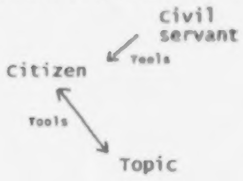
This has led to dramatic changes not only for the job seekers but also for the Job Officers, who are now only concerned with registration and control, and with helping companies finding a workforce. There are also self-service facilities offered to companies looking for staff, such as the Register of Applicants and the Recruiting Assistant.

The change at AMV is the change from one service model to another. Before the restructuring, the client-organization encounter was organized like this:



This service model was centred on the civil servant, who was an expert, and advisor, and the government-citizen interface. The new service model looks like this:

This model is user centred. The service user does the job, whereas the civil servant monitors and assists.



This is the service model of electronic services in general, not only for economic reasons but also for reasons of efficient media use, and user's preferred mode of operation. Hence, also democratic processes will have to be designed to fit this model. Of course, this very general description leaves a lot of discussion to the actors, such as just what the role of the civil servant should be. What is clear is that client-organization interaction processes have to be designed to start with self-service activities and, in some cases, lead on to interactions with civil servants.

Another aspect of this is networking: Typical of the "e-business" business model is that organizations try to engage in networks so as to make best use of what others do, and thus benefit from network capacities. One illustration of this way of working is an investigation by Taylor & Burt (2001) comparing (UK) Parliament web sites with those of voluntary organizations. They found the Parliament sites to contain shallow information, be disengaging, lecturing and self-sufficient with no external links. Contrary, the sites of the voluntary organizations contained comprehensive and detailed information, were engaging in encouraging user exploration, and positioned themselves as hubs in a network with comprehensive links to external sites where the user could go on to find her way to more information. The authors conclude that "it [...] is more likely that those cyber-oriented citizens will feel more stimulated by the organizations in the voluntary sector than by the honourable institution of the Parliament. Therefore these citizens will contribute to a decline in democratic importance for the Parliament and an increase in importance for the voluntary sector" (Taylor & Burt, 2001:62).

BEST COPY AVAILABLE

Democratic interaction alternatives

E-democracy projects are usually found at local levels of government, but there are also efforts at national level (e g Macintosh et al, 2001; Hansard, 2002). It is possible to discern a few methods for citizen-government interaction that have been tried out to some extent over the past few years. Those methods can be summarized as follows:

1. Citizen panels (representative, approached by different methods ranging from questionnaires to deliberative discussions)
2. Consultation (participants selected by different methods and approached by in-depth discussions)
3. Community network-style electronic discussions (self-selected discussion groups usually using unstructured discussions)
4. "Management democracy"/"Consumer democracy" (questionnaires, discussions, use pattern studies etc. to get feedback on services)
5. Electronic voting

There are indeed more complex methods used, such as the Delfi method, but the above five are the most common, if that is an appropriate word to describe what is a very tiny stream of pilot projects. This means that, apart from electronic voting, e-democracy is most often about various ways to arrange discussions with the public, and the challenge is to make them constructive, effective, and truly participatory.

The table below illustrates some aspects of the above-mentioned e-democracy methods as used as direct tools in political processes.

	Pros	**Cons**	**Requires**	**Underdeveloped**
Citizen panel	Representativity. "Deliberative" panels may give well considered views	Deliberation requires much work, both for participants and organizers	Panel maintenance, e g replacements and motivation	More deliberative interaction with the panel, i.e. not just opinion polling but also e.g. introduction of expertise and structured discussion
Community network style interaction	May lead to individual engagement and a feeling of community Technically simple as long as only views are sought, not discussions leading to decisions	Self-selection, not representativity - may lead to biased views Complex discussions are hard to arrange Hard to reach decisions Requires champion(s) to keep interest at a high level	Participation of decision makers. Good order, moderation. Advanced technology if the ambition is to make the forums more formally a part of decision making, e g technology for meetings, polling and decision making	The role of the moderator in a City context. The role of discussion forums in the democratic decision making processes
Consultation	May give high attention to specific issues and thus attract a high level of participation	High costs. May lead to overemphasis on a few issues and less attention to those	Several skills for arranging events that are not typically within the professionalism of a	Methodological issues pertaining to popular votes that go back to basic views of democracy have

		who are not part of the consultation agenda	city Thus, either a consultant or internal development is needed	not been clearly discussed
Management democracy	Many resources available by integration with the administration Implementation in administrative routines may increase sustainability	The focus on interest groups rather than inhabitants is problematic from a democratic perspective. May implement policy without political decisions	Political consensus on methods, which is not the way political decisions are made in Sweden	The relation politics – administration

As the table indicates, e-democracy is not to be seen as a quick fix to some democratic problems, but involves the task of arranging democratic procedures in partly new and innovative ways. It requires use of advanced technology, and it involves new roles for individuals and organizations taking part. There is also a need for methods to evaluate the e-democratic processes, which requires a discussion of just what the purpose of them are (Whyte & Macintosh, 2002).

References

Castells, M. (2001) *The Internet Galaxy*. Oxford University Press.

Grönlund, Å. (2002) *Electronic Government – Design, Applications and Management*. Idea Group Publishing.

Hart-Teeter (2000) *E-Government: The Next American Revolution*. (http://www.excelgov.org/egovpoll/report/contents.htm)

Hirst, P. & Norton, M. (1998) *Electronic Government. Information Technologies and the Citizen*. United Kingdom Parliament Parliamentary Office of Science and Technology (http://www.parliament.uk/post/egov.htm)

NZ (2000) *E-Government - A Vision for New Zealanders*. E-government Unit of the State Services Commission http://www.govt.nz/evision/index.php3

Macintosh, A., Davenport, E., Malina, A., Whyte, A. (2002) Technology to support participatory Democracy. In *Grönlund, 2002*.

Taylor, J. & Burt, E. (2001): Not-for-profits in the democratic polity. *Communications of the ACM*, januari 2001, s 58-62.

Whyte, A., Macintosh, A. (2002) Analysis and evaluation of e-consultations. e-*Service Journal*, Fall 2002 (In press)

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**107-090-E**
Division Number:	**I**
Professional Group:	Library and Research Services for Parliaments
Joint Meeting with:	-
Meeting Number:	**090**
Simultaneous Interpretation:	**Yes**

E-democracy and E-government: how will these affect libraries?
The Case of Canada

Richard Paré
Library, The Canadian Parliament
Ottawa, Canada

Almost three years ago, in October 1999, the federal government made a commitment in its Speech from the Throne to connect Canadians to the Internet and become a world leader in e-government:

> By 2004, our goal is to be known around the world as the government most connected to its citizens, with Canadians able to access all government information and services on-line at the time and place of their choosing.

This is a challenging goal; but Canada has a long record of achievement in exploring the possibilities of e-government. In the late 1980s, when few Canadian citizens had Internet access, federal departments and agencies in Canada were already preparing for the future by putting information and documentation on-line. During the following decade, Internet access became widespread in Canada, largely as a result of government-sponsored programs.

One of the first of these programs was **SchoolNet**, a co-operative initiative of Canada's federal, provincial and territorial governments. SchoolNet was launched in 1993 with the aim of interconnecting all libraries and public and secondary schools in Canada through providing them with Internet access. As a result, over 3,000 libraries and more than 14,000 schools have been connected to the Internet. In addition, over 250,000 computers have been distributed to schools and libraries across Canada. For some sites located in rural or remote regions, where direct connection to the Internet is not readily available, satellite technology has been used as an alternative link.

In 1994, the federal government introduced the **Canadian Investment Fund**, which helped leading-edge technology firms to obtain long-term capital for projects to improve the diffusion of technology and innovation, with the aim of creating a Canadian technology network. At the same time, the government strengthened research and development by encouraging technology partnerships between Canadian universities, research institutions and the private sector.

Also in 1994, the Government of Canada launched its **Community Access Program**, which aims to provide Canadians with affordable public access to the Internet and the skills they need to use it effectively. Through this program, libraries, schools and community centres act as "on-ramps" to the Information Highway, and provide computer skills and training. The program has established Internet access sites in more than 4,000 rural and remote communities, and is being expanded to include 5,000 urban centres.

A few years later, the Canadian government launched the **Canada Foundation for Innovation**. The foundation, created in 1997, invests in the development of information and knowledge infrastructure that can be accessible to all Canadians. This initiative is further intensifying the construction of communication linkages and research databases, and the development of high-speed computing. At the same time, it is helping to promote jobs and economic growth, to support laboratories and field stations, and to fund research in the fields of health and the environment.

Another very successful Canadian government program was **VolNet**, the Voluntary Sector Network Support Program, created in 1998. VolNet was established to "expand the technological capacity of the voluntary sector" and to "enhance the capacity of voluntary organizations." Through this initiative, the federal government allocated 20 million dollars over four years to provide 10,000 voluntary organizations with access to computer equipment, Internet connectivity and network support, while at the same time providing training to more than 17,000 staff and volunteers.

More recently, the federal government has created the **Smart Communities Program**, which aims to help Canada become a world leader in the development and use of information and communication technologies for economic, social and cultural development. The program's goal is to help Canadians realize the opportunities and benefits that information and communication technologies can offer to communities, organizations and families.

These federal government programs, along with several more, have ensured that Canadians, their communities, their libraries and their schools have quick access to the Information Highway. Moreover, they have been a key factor in Canada's effort to close the digital divide, particularly in rural, remote, Northern, and Aboriginal communities. They have enhanced Canadians' access to government services, thus promoting greater interaction between the government and its citizens. Furthermore, the feedback received from citizens through on-line connections helps the federal government to improve its efficiency in addressing the demands and priorities of Canadians.

As a result, Canada has now achieved a large part of the goal mentioned a few minutes ago – that of being "known around the world as the government most connected to its citizens." In a report recently released by an independent company, Canada placed first among 23 countries for its leadership in e-government, as measured by citizens' ability to access a wide variety of government services on-line. In addition, a recent national survey found that 81% of Canadians consider that the government's use of information technology is a move in the right direction.

In the context of e-democracy, the Internet has also been a political asset to elected officials in government. Canadian Prime Ministers, Senators, Members of the House of the Commons, provincial leaders, and municipal mayors have used the Internet to access information and share it with the general public. For example, the Prime Minister of Canada's Internet site provides users with insight into government initiatives, Cabinet ministers' proposals and youth-related issues. It includes information relating to all the members within the Prime Minister's party, and gives an e-mail address for contacting the Prime Minister.

All the national political parties have also established Internet sites to help keep voters interested and informed. These sites promote the party leaders, and comment on national issues in the media and government legislation in the House of Commons They also include in-depth information on constitutional party matters, policies, and recent surveys, and generally help to keep party members connected. The Canadian Alliance Internet site, for example, provides voters with links to their party members' personal Internet sites and e-mail accounts. In this way, voters can contact any member of the Canadian Alliance party by e-mail.

Some Senators and Members of the House of Commons have also created Internet sites that feature a wide variety of material, such as updates on current legislation, items relating to specific linguistic and political needs of their constituents, personal biographies, and contact information. Senators and Members of the House of Commons have an e-mail account that constituents and other citizens can use to pose questions and make requests. Some MPs and a few Senators use the Internet very actively to maintain close ties with their constituents. They have created sites that provide insight into current government bills, legislation, and areas of their own personal and political interest. Some sites enable interested parties to access detailed information relating to federally sponsored work in an MP's constituency.

For provincial leaders, too, the Internet is an effective means of creating a rapport with voters. In his recent leadership campaign, the current Premier of Ontario used his personal Internet site to attract voters within his party and constituency, supply voters with campaign information, and provide commentary on provincial issues. Likewise, the Leader of the Opposition in Ontario has used his Internet site to alert voters to information about the riding, elected party members, current provincial issues, charities, and membership registration within the party. The Premier of Alberta has created a user-friendly Internet site that gives voters rapid access to information about issues such as health, education and security, and allows them to view recent news articles relating to the province of Alberta.

At the municipal level in Canada, mayors and councillors are also using the Internet to promote their campaigns and keep residents informed of party policies and local issues. The Mayor of Montreal and leader of the Montreal Island Citizens' Union, for example, has used his Internet site effectively to distribute information relating to the elected councillors of the Citizens' Union, the Union's policies, and its vision for Montreal. Information about electoral districts, candidates' résumés, and municipal documents are available on-line, along with much other relevant material.

The City of Vancouver has taken a similar path. Its Mayor, who is also the leader of the Non-Partisan Association, has used the Internet to provide Vancouver residents with on-line information about council meetings, councillors' biographies, civic awards, schedules and agendas. The mayor's site has links to the City of Vancouver's web page and allows users to perform searches based on the Vancouver region.

The new technology of electronic voting is also becoming more widespread in Canada. The automated voting system made its debut in most Ottawa region municipalities in 1997. The municipalities of Saanich and Colwood in British Columbia, and Pointe Claire in Quebec, have likewise introduced automated voting in their municipal elections. The results are very positive. The voting process is faster; results are known as soon as the polls close; voter turnout has increased, due to the new systems' efficiency; fewer polling stations are required; and the cost of voting has diminished substantially.

Meanwhile, at the federal level, Members of Parliament have yet to decide on electronic voting. One of them, Reg Alcock, believes certain criteria will have to be met before MPs can accept the introduction of electronic voting at the federal level. In an editorial published earlier this year, Mr. Alcock stated:

> There must be a means of authenticating identity and there must be a secure channel for the transmission of the information. Once these conditions are met two important trends are enabled.
>
> First the ability to vote online will dramatically reduce the cost of voting. This in turn will allow more frequent use of referenda and will shift the balance of control from Parliament to citizens. Rather than voting once every four years, citizens will be able to express opinions more frequently. The impact will be greater accountability.
>
> Second...MPs will no longer have to be present to vote. This in turn will enhance the importance of their individual vote while reducing the importance of the place. The impact will be greater participation. (*Canadian Parliamentary Review*, Spring 2002, p. 2)

What is the role of the library?

The impact of e-government and e-democracy on libraries will be very significant. The effects will vary according to the type of library; but one common denominator for all libraries is direct and more rapid access to government information.

In academic and special libraries, electronic government information has allowed the option of collecting less printed government material, thus helping to relieve the pressure on storage space. The growing number of electronic periodicals in trade collections has had the same effect.

In school libraries, electronic government information has given students greater access to this kind of material, since collecting printed government publications is usually not a priority at these libraries. The same effect can be observed in public libraries.

All libraries will need to have staff who are trained in Internet use and familiar with on-line government information, in order to ensure efficient access for their clients and users. Staff must also be able to train clients how to find and retrieve on-line information.

With regard to the effects of electronic democracy on libraries, I have already mentioned that all Canada's major political parties maintain Internet sites that provide public access to their current policies and programs, lists of past representatives in each constituency, and information to attract new members and financial support. These sites are accessible and useful to all library customers.

In general, the availability of more government and political information on-line has decreased the number of reference requests for these documents. However, requests have increased for training on how better to access this information.

I would now like to focus specifically on how e-government and e-democracy in Canada are affecting the Library of Parliament – a library that is uniquely placed to serve the needs of government in this electronic age. Over the last several years, the Library of Parliament has acquired and created an increasing number of electronic collections and resources. At the same time, the Library's key clients – federal Parliamentarians and their staff – have acquired the skills and equipment that allow them to make use of information technology. This, in turn, has encouraged the Library to introduce a range of new electronic information services for its users, and to maximize access to its electronic collections.

For instance, in our Parliament, we have set up Intraparl, an internal website providing a "Links and Database" site which combines access to a CD-ROM's server, commercial websites, as well as open sites in one location based on topics, subjects or document types that are tailored to the needs of Parliamentarians. All Senators, and Members of the House of Commons, and their staff have desktop access to dictionaries, newspapers, company profiles, trade statistics and census information, statutes and case laws, periodical indexes (some full-text), specific trade serial, other legislatures' web sites, publications of research and international organizations. Timely access is provided to all research and information publications of the library, in electronic format.

Like most, if not all, parliamentary libraries, the Library of Parliament offers its users a wide choice of **on-line catalogues**. Many of these have been customized to include links to electronic books and documents, digitized tables of contents, digitized periodical articles, and other functions.

A popular feature of the Library of Parliament's electronic service applications is its **electronic news monitoring service (PARLMedia)**. This application allows parliamentarians and their staff to browse and search today's, yesterday's or the last three months' newspapers. Moreover, the news filtering system allows access to a selection of articles organized by subject and personal name for the last two years. In addition, a selection of archived scanned articles dating from 1962 to 1998 is searchable by Library Staff.

Another special service developed by the Library is **LEGISinfo**, a key research tool for finding information on legislation currently before Parliament. In addition to the text of the bill at various stages, LEGISinfo includes government press releases, backgrounders, legislative summaries, and important speeches by parliamentarians. It also provides electronic access to recent newspaper articles, a reading list, and other related web links for House of Commons and Senate government bills. This service offers easy, comprehensive access to legislative information and reduces time spent in researching it.

Also noteworthy is the Library's electronic document series known as **TIPS** – "Topical Information for Parliamentarians." These brief documents are designed to provide incisive snapshots of a variety of current issues. We have now a series of about 100 TIPS; each one provides a summary of a specific issue, along with direct links to related resources on the Internet, or in the electronic collections of the Library, or to documents produced by the Library's staff. All committees of the Senate and the House of Commons have established websites.

One interesting project related to electronic democracy has been initiated in the House of Commons with the aim of strengthening communications between MPs, constituents and interest groups. The Sub-Committee on the Status of Persons with Disabilities has launched a web site to help Canadians become more aware of, and involved in, the work of parliamentarians as members of the Sub-Committee. The web site was created by staff of the Library of Parliament. It will be monitored closely, and the findings may change the way in which parliamentary committees work in the future.

For the Library of Parliament – and for all libraries – the increasing reliance on electronic resources raises questions about how best to preserve such information. Evidently, there must be more focus on digital preservation. As electronic material is often less costly to store than printed documents, lack of resources may encourage some libraries to eliminate collections in printed format. Other libraries, however, will retain printed collections, due to uncertainties about the viability of the long-term preservation of digital materials. In the whole, I believe we will face the responsibility of preserving parliamentary and legislative materials in both print and electronic formats for the foreseeable future.

What about the future? The circulation of information by e-mail, the multiplication of web sites and the proliferation of material available on the Internet will continue to puzzle those in search of specific information. You have probably often heard people saying that they are submerged or bombarded by information. What will the next step be? I believe that people will become polluted by information, and I suspect that parliamentarians will be among the first groups to be affected by that kind of pollution.

In this situation, I suggest that libraries have a critical role to play and may be able to reclaim their central and historical role of bringing discipline and coherence to both current and historical/archival information management. They can achieve this, in part, by providing more customized information services to clients. We are already seeing the start of this trend in the private sector: in North America, television and cable companies are testing the market with customized information services to respond to individual needs.

Accordingly, in the sector of parliamentary library and research services, I anticipate the spreading growth of customized electronic information services, including the development of detailed individual profiles and the selective dissemination of material. Information managers and technicians will work together to ensure that information in library collections is meta-tagged, so that it can be retrieved and presented in ways that best meet the needs of specific users.

With this vision, we have moved a long way from the traditional concept of a library – a concept that was valid for many hundreds of years. Today, we are in an era of rapid change, the "knowledge era"; and as the renowned management theorist Peter Drucker has said, "knowledge changes incredibly fast and today's knowledge is tomorrow's ignorance." In times like these, libraries need to change too.

Specifically, libraries must change the skills they bring to their work. This will be a challenge, because of a key difference between skills and knowledge. Skills have historically changed very slowly, whereas knowledge is now changing more rapidly.

I believe that libraries can, and must, meet that challenge. Moreover, in special libraries such as parliamentary and legislative libraries, the librarians and the research analysts already have the expertise that enables them to convert the data stored in the library, into customized information as required by the parliamentarians. The capacity to bring these knowledge professionals together to work in partnership is, in my view, a key factor in providing parliamentarians with high-quality information services, both now and in the future.

68th IFLA Council and General Conference August 18-24, 2002

Code Number: 147-092-E
Division Number: III
Professional Group: Libraries for Children and Young Adults
Joint Meeting with: -
Meeting Number: 92
Simultaneous Interpretation: -

A snapshot of the U.K. with reference to children's libraries and literature

Karen Usher
MCLIP

Good afternoon colleagues and welcome to the United Kingdom. I am Karen Usher. I am the current Chair of CILIP's special interest group - the Youth Libraries Group which is why I have been invited to speak to you today.

I am also a School Librarian. I work in a comprehensive school with 1700 (12-18 yr. old) students in East Yorkshire. OFSTED, who inspect schools in England, say we are a 'good' school. We have very good exam results but the socio-economic background of our students suggests that our exam results are not a surprise. The School is in a rural area with well off parents and well motivated students. The Library is too small (about 160 square metres) but is used for research, homework and leisure reading by a large number of the students. There are two of us staffing it on a part-time basis so students have access throughout the school day. I am in charge of my library and very happy to be there.

I have been involved with YLG for over 20 years and can honestly say that things have always been in a state of change and always will be. Children's Library Services move with the times and continue to do their best to serve the diverse needs of their customers.

Training for work with children, either in public or school libraries has almost disappeared from higher education courses as the emphasis moved to management and computer based skills. In the last couple of years the courses run by Aberystwyth and UCE on working with children have been joined by courses at West Sussex and Bristol, some are practitioner led. We must congratulate them on their farsightedness. Graduates who find themselves providing a service to children and young people often have learn 'on the hoof' with in-service and regional training to develop the professional skills necessary to provide these services. CILIP, the Youth Libraries Group, the Schools Libraries Group and the School Library Association run many courses providing continuous professional development.

In the past most authorities would have their 'children's librarians' and depending on the size of the Authority, its structure and the status of its senior children's specialist the service would deliver a range of provision to children: Books, storytime activities and author visits, a School Library Service.......

During the last twenty years there have been numerous reorganisations and reviews - almost all resulting in staff or service reductions. Structures have changed, specialists have disappeared in some areas altogether, in others, teams have taken on services to everyone by everyone.

In the North East of England today one authority is dispensing with its children's specialists while another authority, just down the road is introducing them. The local Head of Library Services' policy prevails in their authority and the result is a huge diversity of provision and of expectation from our users.

However, on a brighter note, in June 2002 a questionnaire sent to members of ASCEL (Association of Senior Children's and Education Librarians) showed that 70% of all authorities have a designated Early Years Library Post. This represents a massive expansion of a new stream of specialists. At the same time 56% of libraries are members of Early Years Childcare Development Partnerships which have an increasing strategic importance in the delivery of children's services.

The Fair Funding process has made most School Library Services self-financing business units. At its most simple this free market process devolves money to Schools to buy the services they want and not those that are dictated by their Local Authority. Again this has led to diversity of provision but where they exist the average amount expended per pupil by School Library Services has stayed the same since 1995.

Library services in the U.K. are under examination today more than ever before, performance and measurement are the driving forces behind management thinking and all of this impacts on the frontline services. Which brings me to Best Value.

"Best Value" is a challenging framework to improve local services. Under best value, local authorities are required to assess their own performance and put in place measures to ensure continual improvements in these services. They must demonstrate value for money, cost effectiveness and high quality of service.

In recent years Lifelong Learning has become a popular catchall. It encompasses so much of what libraries have always done, and are continuing to embrace. In policy terms, this is usually defined as post-16 learning, in an informal or non-statutory setting, but public library services in particular have been quick to adapt the term, and the ethos behind it, to a range of learning-focused services, including Bookstart, Homework Clubs and study support, summer reading programmes, reading groups (for all ages), family learning activities and many more.

Information and Computing Technologies are an increasing part of everyday life. Libraries have been using new technologies since they first arrived as a management tool but increasingly access for our users has become an integral part of our service and now we have the Peoples Network. A multi-million pound project, which aims to see over 4000 libraries connected to the Internet and on-line services by the end of

2002. By March this year 69% of the U.K.'s libraries were connected. These services are usually available to all users. The People's Network, delivers free Internet access and other computer facilities to all through the public library. It satisfies another Government aim of providing inclusive, high-quality, customer-focused access to learning. This supports, materially, other areas of development such as Lifelong Learning and Homework Clubs.

Social inclusion is another overarching government aim that libraries have always aspired to. As children's librarians we have always taken care to provide books, activities and resources that appeal to the broadest range of children. Many projects have targeted specific groups: Kent's Services to Asylum Seekers and Refugee Children, Tameside's School Library Service project with looked after children and Lewisham Libraries work with Permanently Excluded Pupils to name but three. There are many other social inclusion projects.

The Bookstart initiative was developed by the BookTrust to encourage all parents and carers to share books with their babies from a very early age - a pack, containing books and information on local libraries, was presented at baby's 7-9 month check-up, generally by the health visitor. The initiative began in 1992,and two-year funding support by Sainsbury's (a major UK supermarket chain) meant that by summer 2000 210 schemes covered 92% of the UK.

Bookstart's approach mirrors the fundamental inclusivity of libraries - every child can have a library card so every child has been entitled to book ownership through Bookstart. A recent input of £500,000 of funding from the Department for Culture, Media and Sport to Bookstart has enabled it to continue developing in anticipation of the New Opportunities Funding in 2004. For instance a new Bookstart Handbook is being prepared. Children's Librarians are looking forward to working with health professionals and will be responsible for local content, delivery and monitoring.

As with many other initiatives monitoring and evaluation have become an integral part of the children's librarians work - we need to show the value and effects of what we are doing. This in turn supports new bids for new projects.

Children's librarians across the country have also been keen to be involved in the Sure Start programme. The Sure Start programme is a targeted initiative and aims to provide a range of childcare and parental support services to give children from disadvantaged backgrounds improved life chances. A recent survey showed 92% of Sure Start projects had library partnership at some level. Libraries are able to play a significant role in fulfilling Objective 3 of the Sure Start programme 'Improving children's ability to learn'. Integral to this is the increased use of libraries by families with young children in Sure Start areas.

Reader development is the umbrella term coined for activities to encourage reading. Children's librarians have always organised activities that encourage reader development - school visits, storytimes, book related activities, and author/illustrator visits. In a climate of measurement and outcomes it is necessary to define why we do what we do and why it is worthwhile. A recent bid to the DCMS/Wolfson Public Libraries Challenge Fund by LaunchPad has resulted in 'Their Reading Futures' This programme is a huge joint project involving everybody interested in children's librarianship. It aims to redefine, support and refresh reader development work with young people, strengthening and enhancing children's service and improving equality of access. Their Reading Futures is a three year programme and this September should see the launch of a website that will enable all local authorities to audit their present provision, help train their staff and plan for future development.

BEST COPY AVAILABLE

LaunchPad has now merged with Well Worth Reading and The Reading Partnership to form The Reading Agency. This innovative organisation will continue other ground breaking initiatives. For example this is the fourth year of the Summer Reading Challenge. 'The Reading Planet' promotion has registered half a million children, aged 4 - 11 years old in over 4000 libraries across the UK this summer. As a national scheme the Reading Challenge has the economies of scale which produces high quality material to tempt our young readers. Next year's challenge is already planned and we all look forward to the theme being revealed.

An area where reader interest and involvement has grown enormously is in Awards and Prizes. (OHP of list) On this list are 37 Book prizes and Awards, 32 administered within the U.K. At least 12 involve children and young people in their deliberations. I believe we should listen to and value the opinion of young people.

I also believe we should value adults and their long experience and commitment to the promotion of books and literature. Which is why I am proud to be this year's Chair of Carnegie and Kate Greenaway Judging Panel. On our panel we do not use the word 'best'. As adults with a very wide range of experience, over 200 years in this case we know we can only pick an outstanding work. However I am particularly pleased that this year we recognised the outstanding literary talent of Terry Pratchett - a popular genre author, in 'The Amazing Maurice and his Educated Rodents'. We also recognised the outstanding qualities and importance of illustration in an information book with Chris Riddell's 'Pirate Diary' Please come and see these wonderful books in the Model Children's Library, we can talk about books (conspiratorial air!!)

The Carnegie and Kate Greenaway Medals have an extensive Shadowing Scheme. This year over 600 schools read the shortlists at the same time as the judges and made their forthright comments on the Shadowing website. The aim of the scheme is to encouraging the reading of quality literature and to stimulate discussion - talking about books again.

Special mention must be made here of the achievement of Philip Pullman who won the overall prize in this year's Whitbread Award for 'The Amber Spyglass', the third book in the 'His Dark Materials' trilogy. Written as a trilogy for young people these imaginative, complex and stimulating books are a challenge to all readers

I am particularly fond of talking about books but do have a question about prizes. Have we gone book prize mad? How worthwhile is a prize if only those nominees who turn up for the announcement are eligible to win? Will there come a time when almost every one of the 208 local authorities in the U.K. have their own award? Can we keep the momentum of support from readers, librarians, management and publishers? Not to mention the authors who already do so much for their public but who often down events so they can write!!

Publishing for children in the UK is flourishing. We have new audiences, thanks to authors like J.K.Rowling and Philip Pullman. Still more new authors bringing us fresh ideas to brighten our horizons. There are new formats in the form of epublishing. Publishers still have working partnership with libraries to promote new titles and the joy of reading in general but they also are widening their horizons and the general consumer grows in importance. They are subject to business targets as never before so marketing is focused and inventive to catch the buyers eye, whether they are librarian or consumer. Over 9,000 children's books were published last year, public libraries spent 87 million pounds on books. Of the eleven authors issuing over 1 million books FIVE are children's writers. So there's lots to read and lots of people doing it!

I've left things out but there is so much going on in the UK as there is everywhere else. Here at IFLA we get to hear what other countries are doing, expand our horizons and learn from others. I hope you get the chance to indulge.

Lastly, the Model Children's Library. Supported by Judith Elkin in particular, CILIP has given the Youth Libraries Group 144 squares metres of valuable exhibition space and let me loose! Both Janet Liebster and Joan Thompson of CILIP gave me lots of help and advice. A Steering group was then formed and all the pieces came together. DEMCO Interiors have donated a superb library and brought in Milliken Carpets. The British Council, represented by Judith Wheeler, have been tireless in their support and are responsible for the wonderful display of material from their 'Magic Pencil' exhibition. They have also provided the feet you will see in the Exhibition, the postcards and many little touches that make the MCL a splendid place to visit. I am particularly proud of the storytellers from the four home nations that we are welcoming and the 160 children that will come and listen to them (not all at once!!) I believe this is a first for IFLA and we thank all concerned for their leap of faith in letting us arrange this. Seventeen publishers have also supported us and everything and everyone involved is listed on the website constructed for us by Andy Thomsen of Hampshire Libraries. Lastly and most importantly I would like to thank Glasgow Libraries for their help, particularly Carmela Vezza - our on the spot person, a Children's Librarian and Chair of YLG Scotland.

For this address I must thank Jonathan Douglas, Anne Marley and Sarah Wilkie for their assistance and encouragement. I am sure they will recognise where I've quoted them verbatim.

I hope you will visit the Model Children's Library and talk to us all.

In conclusion I would say that the current state of children's libraries and literature in the U.K. is innovative, energetic and flourishing.

So much going on and children's librarians are always willing to take on more in their efforts to serve the most important part of our community - the children - the future.

Thank you.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 114-092-E
Division Number: III
Professional Group: Libraries for Children and Young Adults
Joint Meeting with: -
Meeting Number: 92
Simultaneous Interpretation: -

Public libraries: partners in youth development

Virginia A. Walter
Associate Professor and Chair, Department of Information Studies
University of California, Los Angeles
USA

Abstract:

This paper reports on a significant new approach to young adult services in American public libraries. Rather than focusing on books or information, young adult librarians are instead beginning to focus on the adolescents themselves. The intent is to bring the library's resources to bear on the healthy development of these young people.

Specialized services for young adults developed later than those designed for children, and they have never been as well-institutionalized in public libraries in the United States. While statistical surveys indicate that about twenty-five percent of all American public library users are teens between the ages of twelve and fourteen, only eleven percent of all public libraries have a young adult specialist on staff (*Services and Resources for Children*, 1995, p. 9)

Many public libraries have provided no separate services for teens, expecting them to move between the children's and adult reference departments as their needs dictated. Other libraries have maintained small collections of materials for teens: titles that appear frequently on high school reading lists, popular paperback books, magazines, and pop music recordings. Where young adult librarians were in place, services might have included school visits to promote the library and reading and programming such as film showings and poetry readings.

More progressive young adult librarians have since at least the early 1990s made an effort to involve teens more directly through various youth participation initiatives. Typically, teens involved as youth participants were asked to give input to librarians about the services aimed at them. In Broward County, Florida, for example, a Young Adult Library Advisory Board (LAB) planned and implemented a number of activities for fellow teens, including dance parties, computer game nights, and informational programs about local colleges. LAB members also served as peer tutors and technology aides for the library (Chelton, 1994, p. 67)

Youth participation programs such as LAB were encouraged at the national level by the Young Adult Library Services Association (YALSA), a division of the American Library Association (ALA). YALSA offered guidance to librarians who were incorporating youth participation into their library services and even developed strategies for involving teens in its national conference programs (Jones, 2002, p. 111).

Until recently, however, most youth participation programs were aimed primarily at acquiring information from teens about the books, popular music, and programs they wanted at their libraries. The desired outcome was better collections and more relevant programs and services. Only gradually have librarians come to understand that teens who were active participants as planners and advisors also received some desired developmental outcomes.

A major source of new understanding about the positive developmental outcomes that can accrue to adolescents through a deeper involvement with their public libraries has been an initiative funded by the Wallace-Readers Digest Fund. Administered by the Urban Libraries Council, the Public Libraries as Partners in Youth Development (PLPYD) project has been an effort to integrate principles of positive youth development into public library services.

Nine public libraries throughout the United States have participated in the project. These libraries have worked with community partners and with the targeted low-income teens themselves to develop service programs consisting of challenging activities and opportunities for young people designed to support six basic developmental outcomes:

- Youth contribute to their community.
- Youth feel safe in their environment.
- Youth have meaningful relationships with adults and peers.
- Youth achieve educational success.
- Youth develop marketable skills.
- Youth develop personal and social skills.

The nine PLPYD libraries used a variety of strategies to help their teen participants acquire these outcomes that authorities agree are necessary for a successful transition from childhood to adulthood. The Washoe County Library in Nevada developed Teen Action Teams that provide outreach services to children in low-income neighborhoods. Teens at the Public Library of Charlotte and Mecklenburg County in North Carolina operate a computer design and copy store at the library. Oakland Public Library is one of several libraries that developed a teen employment program; their teens serve as homework helpers to younger children. In King County, Washington, Techno Teens are paid to assist patrons with the library's computer systems (Urban Libraries Council, 2002).

The prestigious National Research Council has recently issued a report that documents the weakening of informal community supports that were once available to young people in the united States.

The report urges a new direction in public policy that would place children and adolescents at the center of community life, where they can engage meaningfully with caring adults and develop the values, knowledge, and skills necessary to become healthy adults. The authors of this report challenge organizations, including libraries, to design programs for youth that supports this shift in policy (Eccles and Goodman, 2002). By adopting youth development as an operating principle, public libraries can become part of an essential web of support for young people and their families. The PLPYD demonstration project has shown how it can be done, and now YALSA has adopted youth development as the underpinning for its latest normative statement of the philosophy and practice of excellent library services for teens (Jones) We can only wait and see if public library decision-makers will be more convinced by the rhetoric of youth development than they have been by the arguments made previously for specialized young adult services.

References:

Chelton, Mary K. (1994). *Excellence in Library Services to Young Adults.* Chicago: American Library Association.

Eccles, Jacquelynne, and Jennifer Appleton Goodman, editors. (2002). *Community Programs to Promote Youth Development.* Washington, D.C., National Academy Press.

Jones, Patrick. (2002). *New Directions for Library Service to Young Adults.* Chicago: American Library Association.

Services and Resources for Children and Young Adults in Public Libraries. (1995). Washington, D.C.: National Center for Education Statistics, U.S. Department of Education.

Urban Libraries Council. (2002). "Public Libraries as Partners in Youth Development" web site. www.urbanlibraries.org/plpyd/mainpage.html Last accessed July 12, 2002.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 080-092-E
Division Number: III
Professional Group: Libraries for Children and Young Adults
Joint Meeting with: -
Meeting Number: 92
Simultaneous Interpretation: -

The role of libraries in a developing society – a Zimbabwean experience

Uno Nilsson
County Library of Halland
Halmstad, Sweden

Library Power is an aspect on libraries that is only rarely spoken about. Still that power ought to be a basic part of all library advocacy, be regularly repeated by librarians and library friends at many occasions or whenever an opportunity appears

Library power – especially the power of public- and school libraries - is as well as book power of great importance as it presents the possibility for all people to create his/her own picture of the society, of science, of culture and of the world. To be able to create ones own opinion is basic for democracy, and to be able to read and to understand different kind of information in a critical way is basic for peoples ability to make op their own minds and become educated.

Fiction gives the readers not only the option to develop fantasy and abstract thinking; it actually forces the reader to use and exercise his/her fantasy ability. The ability to see what is not there, to see reality not only as it is, but how it could be.

Schools and school libraries in Zimbabwe

Zimbabwe is very well developed in one aspect. As a result of the fast development of the early 80:ies, schools in Zimbabwe are widely distributed in cities as well as in the rural areas.

I was working in Zimbabwe 1999- 2000. The average quality of the schools were very bad, although there were some exceptions, especially some Christian schools belonging to strong international organisations, like the catholic church. In governmental schools 10 or 15 pupils had to share one textbook, or in some occasions just parts of a book. But there were some kind of school libraries in most schools. But the books were very few and torn books. The teachers didn't really know what to do with the library, and in some places the library was locked in the headmasters office, closed for both pupils and teachers. In other places the library was to be found in a small box or in a remote shed.

When I say library, I mean just a few books, most of them not usable for educational or library ambitions.

Although libraries were bad or non-existing the demand for books was - and is - immense. All kinds of reading materials are immediately read when distributed, and old magazines or newspapers are used not only for reading, but also for producing the pupil's own texts. A pair of scissors and some glue can make wonderful tools for education. By putting printed words together the students learn not only how to read, but also how to write and spell. The problem with non-existing or poor libraries becomes obvious whenever a question shall be answered, whenever the pupils are about to start any research of their own. Then they either have to trust the very rare textbooks or what the teachers or parents tell them.

If there are any parents, that is. In many cases these days, grandparents have to take care of the children in Zimbabwe as well as in many other countries in Southern Africa due to the AIDS pandemic.

Projects and NGO´s

Some Zimbabwean NGO´s like Zimbabwe Book Development Council work hard to empower school libraries and change them to become community libraries – a bit similar to public libraries. This is also one of the aims of RLRDP (Rural Libraries and Resources Development Programme), another NGO that promotes rural libraries as part of rural development. The former organisation, with which I worked, ha some very important projects concerning local library development. The most interesting is Book Fund Project that focuses on the distribution of indigenously produced books and is a co-operation between libraries, book sellers, publishers and printers. Like most of the NGO´s, ZBDC is donor funded, and for this project a majority of the money is directed to school libraries – more than 500 – over the whole nation. For the rather small amount of money the schools are allowed to select and buy books from a special regularly updated Book Fund Catalogue, with all available books that are published and available in Zimbabwe. To buy more than four copies of the same title is forbidden in order to promote a diversity of titles for a library.

An important part of the project were the library training workshops. The very aim of ZBDC is creating a reading culture by giving children the opportunity to meet and select books in a library.

RLRDP have produced a very useful handbook in how to manage a library. It is filled with small and practical tips on how to build a shelf (lack of shelves is a mayor problem) or how to fix a simple card catalogue. The organisation also promotes donkey cart libraries, and for the member libraries in Matabeleland and Manicaland, efficient training is regionally allocated by this innovative organsation.

I also want to mention an important local initiative, the Edward Ndlovu Memorial Trust Library in Gwanda, Matabeleland (Southern Zimbabwe), which is serving as a school library center for it's surrounding school libraries and is supported by a Swedish NGO, the Africa Groups of Sweden.

Together these organisations and many others form a loose network of small or medium small projects working towards similar goals.

Along with the Book Fund Project, the Children's Reading Tent, also managed by ZBDC, is extremely interesting. Anyone who have visited the annual Zimbabwe International Book Fair have met the tent, and probably also Pauline Mtuda who used to run it for ZBDC.

In this tent almost everything that has to do with children's reading is allowed to happen. The main goal for the tent is to show the power of the children's library. The tent act as an example of what such a library can offer. School classes are coming from all over the country just to read, or to listen to story telling, or to watch or perform theatre or music connected to books and reading.

Workshops take place where adults – mostly teachers but also many parents and grandparents as well as academics – participate. Papers are presented on almost any topic that has anything to do with children and reading and authors come and tell about their books and their writing.

The power of libraries becomes very obvious when you watch the big Children's Reading Tent filled with reading children. Reading or just looking at the many books is just what they have missed in school, what they long for, and what excites and stimulates their fantasy and their minds.

Reading and Fantasy

Let me focus for a short while on fantasy. In order to be able to use fantasy, there must be something to fantasise about. For a child who have nothing but some clothes and have seen nothing but some huts and some fields, fantasy do not carry him very far. He might dream about more food or more and bigger harvests. But hardly on how society could be changed, or on his own education. Children need books to give them trampolines for their minds. Reading itself is fantasising. By making these small black things that we call letters to become living pictures inside, fantasy is stimulated. Reading is promoting fantasy, the very ability that could bring to the child ideas on how the world could be changed to become a better place to live in.

This is why the idea about extended school libraries to become community libraries is so important. The content of such a library should deal with fantasy as well as practical information for daily life's use. Information on how to avoid HIV, on how to plant and harvest successfully, on how to handle cattle in the best way or on how to vote and use one's democratic rights, shall be mixed with reading for leisure and fantasy. Reading a good novel may give the child the opportunity to become another person or to travel to another part of the world; empowers them.

Reading is power. Reading makes you strong and able to decide the direction of life. It makes you informed, and it gives you the ability to understand other people and other peoples culture. Reading opens the mind for emphaty. Understanding of information makes you a better decision maker. This means power for poor people, and in the long run development for poor countries. To start while they are young is a main strategy for ZBDC, and the very dynamic director Ms Miriam Bamhare.

Library training

In the Book Fund Project I was engaged in the planning of and the training of rural teacher librarians. The aim of the workshops was to give teachers enough skills and knowledge to handle a library and to make library plans for the individual libraries. Our goal was that these plans should include how to extend the library into a community library with library committees that involved persons from the surrounding society. I could talk for hours about the workshops themselves, but I will focus on the very strong commitment that all the teacher librarians showed. They didn't want to stop at night, and they wanted to start as early as possible in the morning. Some had to travel for days to reach their destination, and some walked for tens of miles in the heat. These were not workshops where people just talked, they were pure hard work.

The three days workshops all ended with products to bring home, methods to use, and ways forward for everybody. Clusters of neighbour schools were formed for further contacts and training, and networks were created for information and contacts.

Experiences and the future

And this work still goes on. Just recently a new librarian from Sweden went to work for ZBDC, this time full time. To be present, to see and after some time also to understand what is happening and what are the needs, is essential for development work. I brought a lot back home that I now use in my own work as a county library adviser, especially methods and ways of teaching. Personal growth is of course another gift from my experiences as it was a true challenge for me to function in a totally new and unknown context.

It was often confused, and sometimes I thought that I could never understand why things happened like they did. After some time I learned that the most important way to act was to be less anxious, to trust things to happen and to trust peoples ability an will to make them happen.

Things never happened accordingly to my plans, but they happened and they turned out better than I had dreamed of.

Lack of education is a huge problem for the developing world, and literacy and information literacy just have to be promoted. Therefore public and school libraries should be main targets for aid from developing countries in order to create a situation where the developing countries could reach the ability to help themselves. The Swedish Library Association therefore co-operates not only with ZBDC, but also with Zimbabwe Library Association. The goal for this co-operation is libraries for all in order to promote democracy and a democratic and fruitful destiny for Zimbabwe. The Power of Libraries can make the difference between poverty and true development.

So catch them while they are young, just as Ms. Miriam Bamhare in ZBDC says.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**099-092-E**
Division Number:	**III**
Professional Group:	Libraries for Children and Young Adults
Joint Meeting with:	**-**
Meeting Number:	**92**
Simultaneous Interpretation:	**-**

My kind of library: services and programmes with a difference for children and young adults

Kiang-Koh Lai Lin
Deputy Director, Service Innovation and Development
/Programme Development Division
National Library of Singapore

1.) Since its formation in 1995, the Singapore National Library Board has invested much resources in upgrading and improving its infrastructure, facilities and services to the public. More community libraries and children's libraries were built in various shopping malls and housing estates to make library visits more pleasant and convenient.

2.) The Singapore Library 2002 report also recommended that fast prototyping of new services be adopted as a basis for the of testing new ideas and concepts. The prototyping approach is an important step as it allows the NLB to gauge the response of the users, test price sensitivities and assess feasibility before deployment on a system-wide.

3.) This approach is essential as the National Library Board administers a network of 21 community and regional libraries and 46 Community Children's Libraries throughout the nation. Thus, learning and innovating through fast prototyping is necessary to ensure optimal use of resources and returns on investments.

Services

4.) This paper will cover the various services for children and young adults which have been prototyped at the community libraries and the Community Children's Libraries.

Community Children's Libraries (CCL)

5) The concept of the Community Children's Libraries was first mooted by the Prime Minister of Singapore, Mr Goh Chok Tong, in 1992- to reach out to children up to the age of 10, to inculcate and promote the reading habit from young. A target of 100 CCLs was set. To date, 46 CCLs have been set up at the void decks of the Housing and Development Board's block of flats. Tremendous response was received from children who attended the Storytelling sessions, puppet shows, reading competitions and excursions organised regularly at the CCLs. The children also enjoyed surfing the internet via the multimedia stations and using the educational entertainment CD-ROMs provided there.

Enhanced Children's Services

6.) Enhanced Children's Services were prototyped at Woodlands' Regional Library where a professional team of Children's Librarians provided reference and advisory services relating to Children's literature as well as conducted more extensive children's reading programmes both for children and care-givers.

Kids Discover

7.) Kids Discover is a prototype on an experiential learning service that provides hands-on learning opportunities for children in an informal and unstructured environment. It enhances learning through discovery and focuses on a few themes, namely water, light and sound.

Music Posts

8.) Music was another drawing point so with music posts, children and young adults could enjoy a selection of music, famous soundtracks as well as stories, nursery rhymes while flipping through book.

Multimedia Services

9.) Multimedia services were set up to provide a lifestyle library and offer entertainment and information through CD-ROMs, Internet Virtual Communities, electronic databases, Video-on-Demand and CD-Rom-on-Demand via the multimedia stations. Users can print materials from the Internet. Some 3,000 participants took part in the "Be Info Smart" an user education programme held at 12 libraries in 2001.

Virtual Libraries

eLibraryHub

10) Launched in September 2001, the eLibrarhub is NLB's latest initiative to building knowledge-ware in the digital economy. It is a one-stop integrated library for immediate access to the vast information resources from around the world. Teenagers can access to the huge digital resources for a low subscription fee, e.g. resources from the Polytechnic and Colleges to help them in their school projects. Besides fee-based resources, there are some, which are provided free for eLibraryHub members such as the ebook collection, and some news channels on promotion.

Student Virtual Community (SVC)

11.) The Student Virtual Community is a value added service by the National Library Board. It cater to students and teachers in Primary, Secondary and Junior College levels engaged in Project Work . Available are resource files with references to books, newspaper articles, websites, AV materials, book reviews, quizzes for project work and also project skills, online resources, online debates and virtual workspace.

InfoXpress

12.) The InfoXpress offers students a quick information resource about Singapore via 2 services: a searchable database and an electronic enquiry service. This is a good first stop if students are looking for a particular place, person or topic related to Singapore or the region.

library@orchard

13) library@orchard was designed as a lifestyle library that was hip and happening that would appeal to young adults. Located in the heart of the city - Orchard Road, it is a place where young adults hang out. By bringing the library to the target group, the NLB brings the pleasure of reading and learning closer to them with a more focused and popular collection of titles. The 400 titles of magazines and the comics are very popular.

Proposed Library just for Teens

14) Come April 2004, this library will be up and managed by teens and young adults for teens at the Jurong East Regional Library. NLB invited students from the National University of Singapore, LaSalle Design-School of the Arts, Temasek Polytechnic and Singapore Polytechnic, to participate in a competition to come up with the concept of the interior for this Library for Teens. A Teens Management Committee was formed to brainstorm and conceptualize ideas on the services for Teens.

Programmes/Activities

15) To cultivate the reading habits from young as well as to sustain the reading interest of the young adults and promote the National Life-Long Learning initiatives, NLB conducts the following programmes for children and young adults.

A National Family Reading programme

16) 4,000 families (with 18,500 members) from June to August participated in the programme entitled "Reading It's A Family Activity!" This was jointly organised by the National Library Board and the Ministry of Community Development and Sports to encourage family bonding through reading.

Reading Bear programme

17) To cultivate the reading habit from young, the Reading Bear Programme was launched in Feb 01 for primary school students. This programme received an overwhelming response from 60,000 students from 53 schools and generated about 500,000 loans.

Library Etiquette Activities

18) Launched in Oct 2001, the series of Library Etiquette activities aim to create public awareness of good library etiquette and to assist young customers to cultivate good library behavior from young in a fun way. Activities included Etiquette Path Walk, Etiquette Tree, Etiquette Ride contest and Etiquette Spotlight – to spot the good library customer activities, had received very good response and support from Children.

A Born to Read, Read to Bond Project

19) Launched on 27 Nov 2001, Born to Read, Read to Bond Project is jointly organised by the National Library Board and the Ministry of Community Development and Sports. It consisted of the following activities:

- Distribution of "Born to Read, Read to Bond' bags to parents of newborns at 9 collaborating hospitals to about 50,000 newborns.
- a Membership Drive for 0-3 years old
- a Reading Programme (Read To Me) - designed for 0-3 year old children and their parents

- a Reading Programme (Read with Me) - designed for children between 4-6 years
- a Reading Programme (Let's Read Together) - designed for children and their parents to encourage them to make reading a family bonding activity.
- a Read-N-Bond Parent Groups- prototyped at 2 community libraries.

Raise-a-Reader

20) The Raise-a-Reader programme is helping parents cultivate the love for reading in their children in an interactive workshop. Through NLB's librarians provide tips on how to select books and how to strengthen the parent-child bond through reading

Asian Children's Festival

21) The Asian Children's Festival is an annual event held to honour and celebrate children. The National Library Board and its partners collaborate on a series of programmes to bring joy and knowledge to children, parents and professionals in the field of education. Renowned storytellers from all over the world are brought in to participate in the Asian Storytelling Carnival. The Children Chinese Creative Storytelling Competition is another platform for children to take part in the Festival as well. About 150 children participate in the competition representing 120 schools.

Creative Multimedia Competition

22) NLB is collaborating with the Shanghai Children's Library (SCL) to host the Creative Multimedia Competition for teenagers from 13 to 15 years of age, to enhance cross-cultural understanding between Singapore and China. The competition was launched in 2002 and the results will be announced at the end of the year. Participants from both countries were paired and will submit a joint multi-media project (in both English and Chinese) based on their interaction.

Music@orchard

23) A weekly series of programmes to attract youths and all music lovers to the library@orchard with live bands and solo performances, dance items, music and arts related forums.

Eco Youth Camp

24) A group of 25 teenagers spent 2 days and a night at the Woodlands Regional Library. Apart from emphasizing the National Library Board's support in educating and aiding our teenage community in their endeavors in preserving the rainforests, the camp allowed the teens to have the library premises and books in Singapore's biggest public library all to themselves.

MODES 2002

25) A fortnight of programmes at the library exclusively for teenagers, wide variety of programmes which included the screening of the World Cup Finals, a quiz pertaining to the World Cup, musical and drama performances, career, health and wellness talks. Called MODES, it enabled teenagers to identify the library as the mode to learning just about anything and everything they were interested in.

Conclusion

26) NLB is committed to explore and experiment with new technologies to provide experiential learning and make learning fun for children and young adults besides providing books and audiovisual materials. More programmes/activities will be conducted to foster early interest in reading to raise a nation of readers as well as to sustain the reading interest in the young adults.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 047-093-E
Division Number: VII
Professional Group: Education and Training
Joint Meeting with: -
Meeting Number: 93
Simultaneous Interpretation: -

Accommodating all learners: critical inquiry and learning styles in the LIS classroom

Denice Adkins
University of Missouri
Columbia, USA

Christopher Brown-Syed
University of Buffalo
Buffalo, USA

Introduction

Most graduate programs in Library and Information Science (LIS) require that students complete a number of mandatory “core” courses before proceeding to elective courses. Some of these courses lend themselves to hands-on exercises, computer laboratory work, or solitary learning activities such as literary research. Others demand group work, role playing, or other interpersonal activities. Teaching methods frequently include multiple instructional modes, from the grand lecture, audiovisual or Web-assisted presentations, lab time, and group work. Many involve class presentations, with increasing instructor preference for computer-produced slide shows.

Which of these delivery methods are likely to be more useful for incoming LIS students, and have their learning styles changed along with technology? Education and LIS literature published fifteen to twenty years ago (Ford, 1985; Johnson & White, 1981; Jonassen & Hodges, 1982; Stein, Hand, & Totten, 1986; Stein & Totten, 1983; Varlejs, 1985) has suggested that LIS students tended to be less people-oriented, to be more interested in theoretical or abstract ideas, to get meaning from seeing information rather than hearing it, and to possess strong values systems. Regardless of location, LIS students on the whole tended to exhibit similar learning styles. Moreover, those styles were dissimilar to students in other fields, suggesting that LIS education attracted a particular type of student. Nonetheless, the advent of technology and the Internet have considerably changed the LIS profession and the education of LIS students (Holland, 2000; Poole & Denny, 2001). The literature further suggests that accommodating students' particular learning styles might improve the learning process. Since not all students feel comfortable using every mode, making students aware of their own learning styles might encourage them to plan their study time, stave off anxiety about stressful activities, and seek extra help if necessary.

This paper presents results of a recent study designed to identify learning styles in LIS students of the twenty-first century, and to determine whether information-oriented students are more likely than a control group to exhibit sequential and visual learning styles. This paper will also discuss the results of a classroom experiment designed to make students aware of differences in learning styles and the need to accommodate multiple learning styles when creating learning activities in practice.

Method

Subjects for this study were 56 graduate LIS students in four different LIS courses. Students in the control group were registered in one of two core courses at the University at Buffalo, required of all LIS students graduating from that program. Of the 56 students, 26 were in the control group, while the remainder were in the technology group. Students in the information-oriented group were registered in a course which explores traditional databases such as DIALOG and OVID, as well as Internet resources. None of these students had received any formal training in learning styles while they were enrolled in these courses.

The instrument students were asked to complete was a Web-based learning styles inventory questionnaire (Felder & Soloman, n.d.). The questionnaire was delivered over a World Wide Web site and initially administered in a classroom setting After completing the survey's 44 questions, students were given the option of reading more about learning styles. Once participants completed the survey and pressed the form's "submit" button, they were shown a screen which plotted their scores across four dimensions. For each dimension, a minimum value of 0 and a maximum value of 22 were possible. Scores between 8 and 14 are "well-balanced on the two dimensions" of the scale.

Results

Subjects' learning styles were evaluated on four scales: sequential versus global, active versus reflective, sensory versus intuitive, and visual versus verbal. According to Felder & Soloman, sequential learners need to acquire information in logical, linear steps; global learners need to see the big picture before they understand the process. Active learners acquire information by using it in discussion or experiment, while reflective learners need to think about it first and prefer working alone. Sensory learners acquire information by connecting it to the real world, while intuitive learners prefer abstract concepts. Visual learners acquire information by seeing pictures, while verbal learners get more out of hearing and words.

The average of learning styles across all subjects is shown in Figure 1, below. Median scores, range, and outliers are shown for each dimension. Table 1 indicates minimum, maximum, median, and modal scores. Scores indicate an almost even distribution of active and reflective learners; half of all learners were active, and the other half reflective. The situation was similar for sequential and global learners. However, these learners showed a preference toward a sensory learning style rather than an intuitive style; 57 percent were markedly sensory-oriented, and another 21 percent were mildly sensory-oriented. There was a pronounced preference for a visual learning style, with 44 percent being markedly visually-oriented and an additional 8 percent being mildly visually-oriented.

BEST COPY AVAILABLE

As compared to the control group, information-oriented students are slightly more inclined toward reflective, verbal, sensory, global learning styles. The boxplots in figures 2 through 5 compare the control to the technology groups; Table 2 shows minimum, maximum, median, and modal scores for students in the control and technology groups. More of the technology students tended toward a reflective learning style, while control students fell more frequently on the side of the active learning style. However, distributions were very similar overall. Both control and technology students showed considerable preference for sensory learning styles. Control group students were far more visually-oriented than technology students. An analysis of variance test found significant difference between control and technology students on the Verbal-Visual dimension. Control students demonstrated a slight preference for a global learning style, though both control and technology students had large distributions throughout this dimension.

Discussion

The LIS students of the 1980s were described as having a tendency toward analytical skills and the ability to work alone (Johnson & White, 1981, p. 356), gathering learning through words that they saw and through their sense of touch (Jonassen & Hodges, 1982, p. 148; Stein & Totten, 1983, p. 42), being sensitive to the emotions and personal space of other people (Jonassen & Hodges, 1982, p. 148); being sensitive to their own individual needs, responding to aesthetic beauty, a set of values, and time commitments (Jonassen & Hodges, 1982, p. 148; Stein & Totten, 1983, p. 42), with a slight tendency toward holistic rather than serialistic learning styles (Ford, 1985, p. 125). Continuing education students were described as "fairly well balanced" in their learning styles, though "weakest at abstract conceptualization" (Varlejs, 1985, p. 138, 139).

With the increasing availability of information technology, a major transformation of the profession has taken place. However, students seem to have retained many of the traits noted in previously released learning styles research. While the results here cannot be directly compared with those of earlier studies, evidence from this study can speak to some general trends. Although the mean score on the Active-Reflective dimension was 11, the mode was 14, indicating that while some students prefer talking through their learning, a larger group prefer to work alone and think through their learning. This reflects previous research which found that LIS students tend to be field-independent. Results indicated a general preference for the sensory learning style, wherein learners can connect their learning to real world experiences, rather than abstract concepts, echoing previous research which found that continuing education students had the least preference for abstract conceptualization. Previous research indicated that LIS students had a strong orientation toward words that they saw. This trend may be reflected in technology students' verbal orientation. A very slight preference for a global learning style was found, which may reflect the holistic tendency found earlier. However, technology students indicated a preference for sequential learning styles.

In many cases, librarianship involves not only finding information, but presenting that information to a library patron in a form that the patron can understand. "Today, expediency makes at least informal library instruction an absolute necessity" (Katz, 2002, p. 167). Familiarity with the concept of learning styles may help. In a classroom experiment in a library youth services course, the instructor presented information about learning styles in class. Students discussed learning styles, Gardner's multiple intelligences, and shared their experiences with children's learning styles. Because several of the students had been teachers, they had been exposed to the concept of learning styles before as well as during the course. Later in the semester, students were required to deliver two presentations, one a youth program of the type to be enacted in a public or school library, and the other a professional-style presentation. Each youth program featured multiple learning activities: songs, music, art, crafts, stories, and activities. While the learning opportunities presented professional presentations were less diverse, each featured visual and auditory elements. Crowded core courses may not provide such latitude. Nevertheless, incorporating some of this richness of presentation into LIS core courses may further the aim of accomodating all learners.

References

Felder, R. M. & Soloman, B. A. (n.d.). *Learning styles and strategies*. Available: http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm [October 2, 2000].

Ford, N. (1985). Styles and strategies of processing information. *Education for Information, 3*, 115-132.

Holland, M. P. (2000). Partners in profound change. *Tidskrift for Dokumentation, 55*(4), 87-96.

Johnson, K. A. & White, M. D. (1981, April). Cognitive style in library/information science education. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California. ERIC # 203 863.

Jonassen, D. H. & Hodges, G. G. (1982, Winter). Student cognitive styles: implications for library educators. *Journal of Education for Librarianship, 22*, 143-153.

Katz, W. A. (2002). *Introduction to Reference Work. Volume II: Reference Services and Reference Processes, eighth edition*. Boston, MA: McGraw-Hill.

Poole, C. E. & Denny, E. (2001, November). Technological change in the workplace: a statewide survey of community college library and learning resources personnel. *College & Research Libraries, 62*(6), 503-515.

Stein, B. L., Hand, J. D., & Totten, H. L. (1986, Summer). Understanding preferred cognitive styles - a tool for facilitating better communication. *Journal of Education for Library and Information Science, 27*(1), 38-49.

Stein, B. L. & Totten, H. L. (1983, Summer). Cognitive styles: similarities among students. *Journal of Education for Librarianship, 24*, 38-43.

Varlejs, J. (1985). Learning styles of librarians and satisfaction with continuing education activities: looking for a match. In E. E. Horne (Ed.), *Continuing Education: Issues and Challenges* (pp. 1331-139). New York: K. G. Saur.

Figure 1. Medians and ranges intervals for all subjects (n=56).

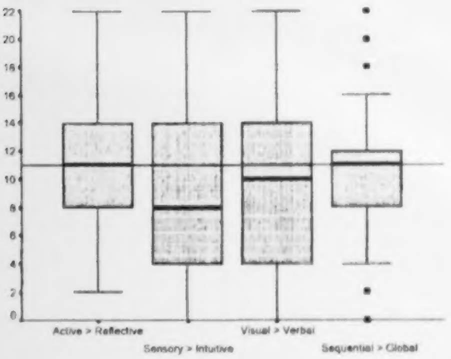


Figure 2. Control versus information-oriented students (n=26, 28) on the Active-Reflective dimension.

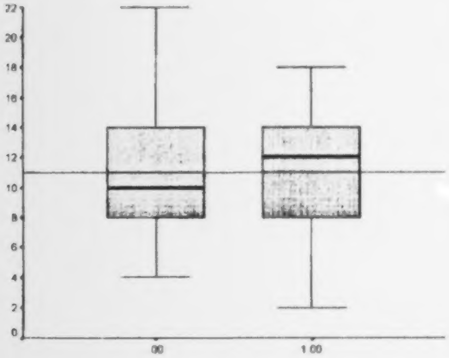


Figure 3. Control versus information-oriented students (n=26, 28) on the Sensory-Intuitive dimension.

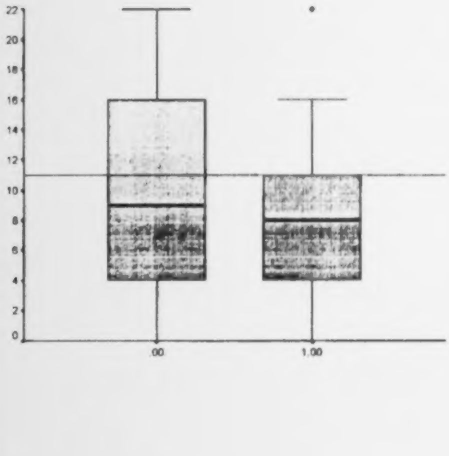


Figure 4. Control versus information-oriented students (n=26, 28) on the Visual-Verbal dimension.

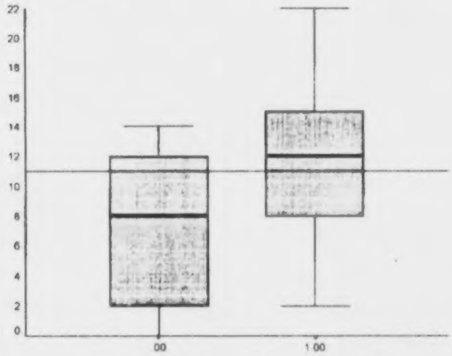


Figure 5. Control versus information-oriented students (n=26, 28) on the Sequential-Global dimension.

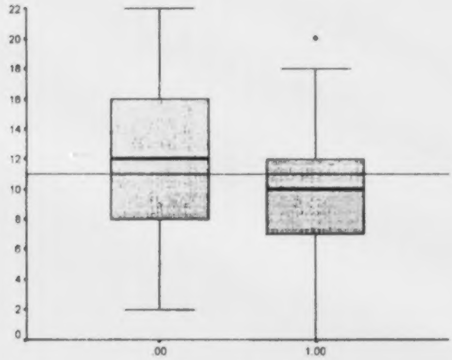


Table 1. General statistics for all subjects (n=56).

	Mean	Median	Mode	Maximum	Minimum
Active > Reflective	11.0	11.0	14.0	22.0	2.0
Sensory > Intuitive	8.8	8.0	4.0	22.0	.0
Visual > Verbal	9.3	10.0	12.0	22.0	.0
Sequential > Global	10.5	11.0	12.0	22.0	.0

Table 2. General statistics for control students (0) and information-oriented students (1)

		Mean	Median	Mode	Maximum	Minimum
Active > Reflective	.00	11.5	10.0	10.0	22.0	4.0
	1.00	10.5	12.0	12.0	18.0	2.0
Sensory > Intuitive	.00	9.9	9.0	2.0	22.0	.0
	1.00	7.8	8.0	4.0	22.0	.0
Visual > Verbal	.00	7.2	8.0	2.0	14.0	.0
	1.00	11.3	12.0	12.0	22.0	2.0
Sequential > Global	.00	11.1	12.0	12.0	22.0	2.0
	1.00	9.9	10.0	12.0	20.0	.0

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 055-093-E
Division Number: VII
Professional Group: Education and Training
Joint Meeting with: -
Meeting Number: 93
Simultaneous Interpretation: -

Teaching Across the Divides in the Library Classroom

Cheryl LaGuardia
Head of Instructional Services for the Harvard College Library
Harvard University, Cambridge, USA

Helene Williams
Library English Bibliographer for the Humanities
Harvard University, Cambridge, USA

Christine Oka
Bibliographic Instruction Coordinator
Northeastern University, USA

Anne Zald
Information Literacy Coordinator
University of Washington, USA

Abstract:

Changes in pedagogy, technology, and resources have forced tremendous change in library instruction in the United States over the past few years. One educational factor has changed even more than learning theory or the technology we use to apply and explore it, and that factor is the characteristics of our user populations. Increasing diversity in students' age, ethnicity, and academic preparation, added to the increasingly interdisciplinary nature of academic curricula, makes it vital for us to question our assumptions about who and what we are teaching in libraries, and how we are teaching it. The "average" 18- year-old college student prepared with basic research skills does not exist now—if indeed that average

student ever did. Today's students have a wide spectrum of backgrounds and library experiences, ranging from novice to expert, from first-year to returning adult, from non-native English speaker to underrepresented ethnic group.

Facts and Figures

Some recent statistics can help provide definitions of the user population of U.S. libraries in institutions of higher education today. According to the U.S. Bureau of the Census, about 15.5 million Americans are enrolled in higher education programs—ranging from one-semester classes at community colleges to multi-year graduate programs. These numbers include an increasing number of graduate students, students of color, international students, and student outside the "normal" range of 18-25 years of age.

Between 1980 and 1997, the number of African-American students in United States colleges and universities increased by 25%, the number of Hispanic students more than doubled, Asian-American students nearly tripled, and Native American higher education enrollments increased by 65%. Add to this the recent influx of international students to the United States: in 1999/2000, foreign-student enrollment in the U.S. increased nearly 5% from the previous year, to an all-time high of 514,723. Some perspective on the increase in foreign students can be gained by looking at the markedly higher increases in the U.K. and Australia. Proportionally, Australia is working with three times the number of international students as the U.S., so we are far from alone in addressing increasing numbers of diversified user groups.

Statistics aside, there are other factors contributing to the need for changes in library teaching: advances in technology provide opportunities in education, as does the increasing knowledge about different learning and teaching styles. Obviously, there is no one "one size fits all" approach to teaching so many diverse groups. You may wonder if the need to reach these users really exists. I suspect any of us who have seen students, undergraduate and graduate alike, attempting to carry out their research using only Google can make a solid case for how vital it is for users to know about the larger world of information.

What are the effective methods for teaching library skills and concepts to a truly heterogeneous user population, many of whom have very different preparations and needs from the traditional students with whom we have worked in the past? We'll look at a couple of "cases in point" to see if any patterns emerge.

Library Teaching at Harvard

At Harvard University we work with a diverse group of students from all walks of life who come to us from around the world. This includes international students who have come to Harvard to study, as well as students who are not only pursuing their own studies but acting as teaching fellows in classrooms. Many of them are teaching large groups of undergraduates while having to learn the ropes of the research environment in Harvard libraries at the same time. This can be especially challenging for foreign researchers, since many European libraries have closed stacks, whereas the stacks in most Harvard libraries are open and students page materials themselves.

Librarians have recently become much more actively involved in orienting to the libraries these graduate students who are also teachers. We design programs aimed at reaching international students, especially teaching fellows, knowing that while we reach them, we reach their undergraduate students as well. These programs tend to be quite personalized, emphasizing individual research consultations over classroom presentations, since students' experiences, backgrounds, and needs vary considerably. We have seen a remarkable increase in requests for these individual consultations based on the work we've been doing with these students: the "word of mouth" success quotient in library instruction seems particularly powerful among graduate and international students – finding a friendly resource in the library (AKA, a librarian) is a secret many students are eager to share with their friends and in their classes.

Another set of non-traditional students at Harvard are those enrolled in the Extension School. The Extension School's programs often serve adult, returning students – many of whom have been out of school for a number of years. These students are not shy about seeking out research help, or making their information needs known in classes. They tend to be highly motivated, goal-oriented, curious students who are like knowledge sponges: they absorb every fact and detail eagerly, creating contexts for the information we provide perhaps more readily even than traditional students since they are usually pursuing highly focused careers. They typically have less time for study, and want to do as much work as they can in as little time as possible. When teaching these groups, we can always get their attention by saying: "Listen to me for 20 minutes and I'll save you hours in your research."

The Northeastern University Experience

In addition to working with undergraduate and graduate students, alumni, faculty, and staff, the Northeastern University Libraries provide library instruction and research support to a diverse group of non-traditional academic library users. They range in age and experience from students in academic enrichment programs in urban middle school and high schools in Boston, to mature, returning students enrolled in the University College (http://www.ace.neu.edu), Northeastern University's continuing education program. These groups have very different instruction needs from traditional full-time students, and we teach to them in a variety of ways.

First, we utilize the classroom environment. We teach these students in the library's hands-on electronic teaching facility with 30 individual student computer workstations and an instructor's station at the front of the classroom. We built visual redundancy into this room: the instructor's workstation control system can send its screen images to all student workstations as well as to a video-data projection system, so students can view the image both at the front of the room and on their desktops. Accommodations for the differently-abled include hand-cranked computer tables to allow wheelchair access to a workstation, infra-red assistive listening devices for the hard of hearing, and voice recognition software to allow navigation of the Web and computing environment for the blind.

The middle and high school students who come to us are excited about coming into a university library: they are almost literally bursting with energy and determined to be "cool." Most of them feel they don't have to ask questions, since they were raised as the digital generation. Their one-hour class session often is their first experience with a large library and with the Library of Congress classification system. Our instructional goals for them are modest: to familiarize them with the academic library and how to navigate the environment. Rather than trying to suppress these students' exuberance, Northeastern librarians use it while giving a brief orientation to the library's research and information gateway (http://www.lib.neu.edu/nulis/) in the classroom. The students are familiar with computers and immediately try to go to games or e-mail, so they are startled when they find their workstations are "controlled" by the instructor. The interesting effect this has, however, is to see their concentration on what is happening (as if by magic) on their screens. During the necessarily brief classroom session, there is just enough time to demonstrate searching of their assigned Web resources, give them a little hands-on time, and encourage them to come back and ask us for help.

The major learning experience takes place, however, when the class is divided into small groups for a library tour. Library service points are highlighted and it is emphasized early and often that they can – and should -- always ask for help. During the tour, librarians walk students through the process of finding a record for a book in the online catalog, reading the record, copying down the location and call number information and going into the stacks to find the book. Many librarians let the group select the topic to search, then use a keyword search to move into subject headings and narrow down results. Using this approach, we engage the students in the process of finding out what we have in the stacks on "their" topic.

Sometimes the book we're looking for is shelved in the middle of a long range of shelves. I lead them through the narrow space between the shelves, pick out the book, and we all examine it on the other side! It's an opportunity for the line of students to be among the books and the progression of call numbers as we sidle through the stacks. While this may appear to be a frivolous activity, the interaction and questions: "What is the call number in front of you?" "Is this the book?" and "Are we there yet?" demonstrate the librarian's approachability and willingness to work with them. It also helps the students to become comfortable with an unfamiliar environment, to feel as if this is a place they belong, a place they can navigate. A couple of weeks later, when a student from the tour returns to the library, they feel more as if they know it, and often unhesitatingly approach the reference desk to introduce themselves: "I was on your library tour; we looked for stuff about dating."

The adult and continuing education students with whom we work are at the other end of the energy spectrum and our teaching interactions with them are very different. In addition to their "real-life" experiences, many of them are returning to school after having been away from it, probably holding a full-time job, and so they often attend classes after a full, long day at work. Although they tend to be more low-key than full-time day students, they are not afraid to ask questions and, also unlike many traditional students, readily express their anxiety about using computers or the library for research. The majority of these students prefer to follow the online demonstration on the projector screen, rather than on their own monitors. So with these students it's crucial to give them ample amounts of hands-on time and individual attention during their electronic classroom session. Interestingly, these groups are especially appreciative of printed notes and help guides—they refer to these sources while in class and a number have mentioned it's easy to use (low-tech) later. Other reasons for their preferences may be generational: they associate the library session to the technology-free classroom experience they remember from the last time they were in school. Their behavior also may be physically based—personally, I find it easier to understand what is being said if I can see the speaker's face; also, a projector screen is easier to read than a computer screen when one is wearing bifocals!

In addition to questions about library resources (on-campus and remote), adult learners always ask about opportunities for follow-up research assistance during class. These busy students use phone and e-mail reference service, and contact their librarian instructor for e-mail, phone and in-person research consultations.

The UW Experience

The University of Washington Libraries have addressed the diverse needs of learners through established instruction programs and through collaborations with academic programs throughout the campus. The ongoing course-related instruction programs serve many academic programs, including:

- College preparation courses offered by UW Educational Outreach for international students not yet enrolled at an American university and preparing for the TOEFL (Test of English as a Foreign Language) exam;
- Instruction and orientation to libraries for the Hubert H. Humphrey Fellowship recipients, who are mid-career professionals from designated countries of Asia, Africa, the Caribbean, Latin America, the Middle East and Eurasia who come to the United States for one year of non-degree graduate study and practical, work-related experience;
- Development of web-based instructional tutorials structured around the ACRL Information Literacy Competency Standards for Higher Education that incorporate a variety of pedagogical strategies to

> address both diverse learning styles and the need for self-paced learning anytime and anywhere. UWill – University of Washington Information Literacy Learning – is funded through the University Initiative Fund and to date has developed a general-education level component, Research 101, and several course-specific tutorials. Future development will be in the areas of discipline-specific content and technological development in order to allow selection and customization of educational content.

Through its involvement with UWired, and its emphasis upon bringing information technologies into the practice of teaching and learning, the University of Washington Libraries has worked with a number of campus initiatives that have addressed the needs of students who may match the traditional profile of a college student. In the inaugural years of the UWired initiative, efforts included both classroom and on-the-road instructional support to student-athletes. Student-athletes have demanding practice and game schedules that often take them out of town during the academic term. Information technology instruction and technical support allowed these athletes to remain in contact with instructors and classmates, to continue working on academic projects, and even to turn in assignments while on the road. The Bridge Program, conducted during the month prior to the start of classes, was established for entering new student-athletes to get a jump-start on academic and technological skills they would continue to pursue during the academic year.

A significant issue in the state of Washington is the small proportion of high school graduates from under-represented groups who go on to pursue higher education. The University of Washington is partnering with several regional groups that include community organizations and school districts and the Governor's Office on a federally funded initiative, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs; http://gearup.washington.edu).

UW Libraries have been active participants in the GEAR UP Summer Institutes. These bring 800-1000 middle school age students to the Seattle campus for a week-long event providing academic experiences and career guidance to make the option of going to college or university a reality for students. They encourage academic achievement in middle- and high-school. The Libraries provide a booth at information fairs that distributes informational brochures and bookmarks from the ALA graphics catalog. Librarians at this booth also played, "Do You Dare Challenge the Master of the Internet?" in which they took questions on any topic from visitors to the booth and posted the answers using a variety of resources, print and electronic.

This activity draws upon the well-established Question Board (http://www.lib.washington.edu/Ougl/fun/qboard/), posted in both analog and digital format in the Odegaard Undergraduate Library (and also at other institutions). The Question Board provides an informal avenue of communication between students and Library staff. The Libraries actively solicited faculty teaching the one-week courses offered during the GEAR UP summer institutes and provided instructional sessions where appropriate, frequently in computer-equipped classrooms using participatory, active learning methods. In addition, the Libraries also provided an "anti-tour." Rather than giving a physical tour of the twenty-one library locations, the anti-tour focused on the role and history of libraries and what libraries and librarians do to support academic success.

Since participants in GEAR UP visit our campus for one week and live in communities where they do not have direct access to the UW Libraries, this approach was adopted to avoid provoking the well documented phenomenon of "library anxiety." The size and scale of the Libraries can be overwhelming to first time users, and this approach also promoted students' ongoing use of local library resources.

As the preceding cases show, it's evident that a variety of teaching styles need to be employed to reach varied groups of library researchers. We've seen some patterns emerge from our different experiences, but since our purpose is to maximize library learning for all the students with whom we work, we need to determine which are the most effective teaching strategies we can use for various user populations.

Learning Assessment

Learning assessment can prove to be a powerful tool in finding the most effective teaching methods. Assessment focused upon student learning is gaining increased attention among higher education faculty and administrators as a means of gathering evidence for improvements. James Anderson, Vice Provost at North Carolina State University, has given extensive consideration to issues of learning styles and achievement of students, and students from under-represented groups in particular. While there is research linking cultural heritage with particular learning style preferences, Anderson also points out that there may be a mismatch between these cultural preferences and the preferences that are successful in higher education learning environments.

Acknowledging, Understanding, and Responding

This research, united with our own experiences, leads us to believe our best course as library teachers is to use a combination of methods in reaching our diverse user populations. Flexibility, adaptability, and creativity are some of the most valuable characteristics we can embody in our library teaching. Being attuned to students' educational, cultural, and social diversities can enable us to respond to their information needs in a more effective way, and improve our teaching across the divides in today's library classroom.

Notes

Anderson, James. 2001 (March). "Tailoring assessment to student learning styles." *AAHE Bulletin*. http://www.aahe.org/bulletin/styles.htm viewed May 9, 2002.

Davis, Todd M., ed. 2000. *Open Doors 2000: Report on International Education Exchange*. New York: Institute of International Education.

National Research Council. 2001. *Knowing What Students Know: The Science and Design of Educational Assessment*. Washington, D.C.: National Academy Press.

United States Bureau of the Census. 2001. *Statistical Abstract of the United States: 2001*. Washington, D.C. Tables 207, 209, 210.

United States Department of Education. National Center for Education Statistics. 2001. *Digest of Education Statistics, 2000*. NCES 2001-034. http://nces.ed.gov/pubs2001/digest/ viewed April 19, 2002.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 056-093-E
Division Number: VII
Professional Group: Education and Training
Joint Meeting with: -
Meeting Number: 93
Simultaneous Interpretation: -

Global Information Ethics: a mandate for professional education

Martha M. Smith
Department of Library Science, Clarion University
Pennsylvania, USA

In the last ten years, information ethics has become a vital field. Addressing the challenges of the information society both for professionals and for the public information ethics bridges the path between personal decision making and public policy. Yet there are still very few courses or continuing education programs focusing on ethical issues in programs of library and information science. In contrast, computer ethics courses are frequently offered and often required. Today the complexities of the global information environment present issues of access, intellectual property, privacy, security, and human rights that demand critical ethical reflection and dialogue across boundaries of geography, language, and cultural background. With these factors in mind, this paper presents a case for and a brief model of courses in global information ethics and defines the scope, content, and various approaches for courses to be taught co-operatively involving faculty and students from all around the world. Please see more detailed course syllabi on the web site of The International Center for Information Ethics, http://icie.zkm.de or http://www.infoethics.net

For some years now, departments of computer science in the United States have required a course in computer ethics. To be fair, for a long time programs in library science and now in successor programs, the ethical heritage of librarianship has been an integral part of the curriculum. Nevertheless, only a few stand-along courses in information ethics have been offered in programs in LIS. Some years ago, many schools offered courses called Intellectual Freedom Seminars concerned with censorship, patron privacy, the ALA code, and other issues in library service. But these have largely been omitted from the curriculum.

In the last twelve years, my research has followed the development of information ethics as an emerging field in applied ethics. From the beginning the field had an international scope. In the last five years, the term information ethics has begun to be used by scholars in computer ethics and related fields. As of 2002, global information ethics can be defined as a broad, umbrella field combining professional ethics, consumer ethics, and issues of public policy. While this presentation focuses on courses in library and information science, similar courses will likely become a standard in higher education along with courses in bioethics and medical ethics/bioinfoethics, business ethics, and environmental ethics and animal rights.

The clearest mandate for GIE in professional education is the urgency of issues in global information justice. Threats to access and free use of information, large multi-national commercialization of media, and matters relating to the digital divide and alternative technologies demand immediate attention. LIS professionals have a head-start on understanding the power of knowledge for decision-making.

Ten Reasons to Teach Global Information Ethics

Students need:

1. To study **the heritage and traditions of international librarianship** and begin rethinking these traditions in light of current challenges.
2. To study the historical and philosophical background of **ethical traditions and various strategies for decision-making**.
3. To understand the **social contexts** that have shaped the values and moralities of the successive information ages, the history of reading, writing, and literacy, and the rise of contemporary information and communications technologies.
4. To become comfortable with the **vocabularies and methodologies** of applied ethics, STS (Science, Technology, and Society), social informatics, and the philosophy of technology.
5. To **practice critical thinking** and various approaches to decision-making in **supportive environments** where many different voices can be heard.
6. To learn to apply the values represented in **professional codes** yet also to think and act beyond the confines of established codes.
7. To appreciate **global dimensions** of ethical, legal, and cultural issues.
8. To learn to use resources that will guide them throughout their **careers** to explore and evaluate ethical challenges, the professional literature, the work of organizations and associations both inside and outside the field of LIS, governmental, and non-governmental policy resources.
9. To become familiar the **research** literature and methodologies of the various academic disciplines contribute to understanding of global information ethics
10. To develop a **professional perspective** to guide them toward personal integrity and social responsibility in the work place and in their participation in larger society.
11.

Global Information Ethics: Brief Course Outline

For a model syllabus with assignments and readings and many other examples for teaching courses, please see the web site of the International Center for Information Ethics
http://icie.zkm.de or http://www.infoethics.net

Part I: Foundations: History, Philosophy, and Public Policy
Trajectories for Analysis:
- Moral Agency: The Self, the Professional, the Society
- Humanity, Nature, and Technology
- Identity, Knowledge, and Community

Historical Foundations: The World after World War II and Hopes for Peace

Philosophy:
- Employing Philosophical Foundations: Deontology, Utilitarianism, and Justice Theory
- Models for Decision-Making
- Strategies for Consensus Building

Public Policy:
- Shaping Public Policy
    - Social Responsibility: Professional Organizations and Public Policy
    - The Universal Declaration of Human Rights
    - The Universal Declaration of Genetic Rights
    - UNESCO and Other International Organizations

Part II: Major Issues: Access, Ownership, Privacy, Security, and Community

Part III: Professional Ethics in a Global Context: Preparing for the Future
- The Impact of Information and Communications Technologies and the World Wide Web
- The Expansion of the Information Professions
    - Codes of Ethics
        - The Library Association (British)
        - American Library Association (ALA)
        - American Association for Information Science and Technology (ASIST)
        - Association for Computing Machinery (ACM)
    - Institutional Statements of Purpose and Mission
    - Statements of Right Use/Appropriate Use Policies

Part IV: The Ethical Challenges of the Global Information Infrastructure
- Language, Literacy and the Digital Divide: The Right to Read and to Know How to Read; The Right to Use Technology
- The Open Source Movement: Sharing Intellectual Property
- Alternative and Appropriate Technologies: When Digital Is Not the Solution
- Human and Machine Intelligence: Who's in Charge?

Part V: The Future of Global Information Ethics: Recent Trends in Research, Public Policy, and Other Fields of Applied Ethics (Computer Ethics, Internet Ethics, Cyberethics, Engineering Ethics, Medical and Bioethics, Environmental Ethics, and BioInfoEthics

A Brief Sample for Readings (Note that fiction and film selections are included in the master syllabus.)

Bynum, T. W. and Rogerson, S. (Eds.) (1996). Global Information Ethics: Selected Papers from ETHICOMP95, an International Conference on the Ethical Issues of Using Information Technology. *Science and Engineering Ethics* (UK). 2, 129-256.

Capurro, R. 1996. Information Technology and Technologies of the Self, *Journal of Information Ethics* 5,19-28.

Christians, C. G. 1991. Information Ethics in a Complicated Age. In *Ethics and the Librarian.*, Lancaster, F. W. (ed.) Urbana-Champaign, IL: University of Illinois, Graduate School of Library and Information Science.

Computer Professionals for Social Responsibility. URL: http://www.cpsr.org/

BEST COPY AVAILABLE

EPIC. Electronic Privacy Information Center. URL: http://www.epic.org

Froehlich, T. 1997. Survey and Analysis of Legal and Ethical Issues for Library and Information Services. UNESCO Report (Contract No. 401.723.4), for the International Federation of Library Associations. IFLA Professional Series. Munich: G. K. Saur.

Mason, R., Mason, F. and Culnan, M. (1995). *Ethics of Information Management*. Thousand Oaks, CA: Sage Publications.

Mitcham, C. (1995). Computers, Information, and Ethics: A Review of Issues and Literature. *Science and Engineering Ethics* (UK). 1,113-132.

Rawls, J. (1971). *A Theory of Justice*. Cambridge, MA: Harvard University Press.

Smith, M. M. (1992). "Infoethics for Leaders: Models of Moral Agency in the Information Environment." *Library Trends* 40, 553-570.

Smith, M. M. (1997). Information ethics. *Annual Review of Information Science and Technology (ARIST)*. Vol. 32 (pp. 339-366). Medford, NJ: Information Today for the American Society for Information Science (ASIS).

Smith. M. M. (2001) Information ethics. *Advances in Librarianship*, Vol. 25. (29-66). New York: Academic Press.

Smith, M. M. (2001). Global information justice. *Library Trends*, 49,3,519-537. Ethical Issues of Information Technology.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 050-093-E
Division Number: VII
Professional Group: Education and Training
Joint Meeting with: -
Meeting Number: 93
Simultaneous Interpretation: -

Supporting skills development – LTSN-ICS

Alan Brine & John Feather
LTSN-ICS, Department of Information Science, Loughborough University
Loughborough, Leicestershire, United Kingdom.

Abstract:

Alan Brine and Professor John Feather, LTSN-ICS, Department of Information Science, Loughborough University, Loughborough, Leicestershire, LE67 9UG, United Kingdom.

The Learning and Teaching Support Network Centre for Information and Computer Sciences (LTSN-ICS) was created by the United Kingdom (UK) funding bodies for higher education (HE) to support teaching and learning within the discipline of library and information science (LIS).

Part of its current work is centred on key skills. The LTSN-ICS is attempting to define those subject specific key skills to enable them to support the development of those same skills for professionals engaged in LIS. (There appears currently to be no other similar network in the world that is engaged in delivering best practice to promote the enhancement of skills for future LIS professionals).

The LTSN-ICS through its network of contacts, its activities and publications is enhancing the competencies of academics to enable them to deliver graduates of the future that have the core key skills that are requisite to be an effective library and information professional. This includes the ability to discern the differing needs of the client base. The LTSN-ICS is in the process of trying to aid this through involvement in projects such as RAPID that look at the personal development planning (PDP) of students and measures their levels of competence for a pre-determined skill set.

This last core key skill that must be acquired by library and information professionals to enable them to deal with the information needs of their clients. Clients may have very different cultural traditions that may lead them to search for information in a particular fashion. Their very perception of "what *information is" may be entirely different from that of other clients. It is important therefore that information professionals can both understand and accommodate this to fulfil the users information needs. Many information science modules look at the needs of users for the retrieval of information and it is imperative that in the changing face of information work that the needs of the user are not overlooked.*

Supporting the development of teaching and learning for academics in the UK in turn supports the development of the skill set required by graduates for employment in the wider concept of library and information work. The skills that they emerge with at the end of their chosen programme of study determines their employability. The LTSN-ICS aims to provide support for academics to achieve this.

The paper will look at the work in the UK conducted by the LTSN-ICS and will draw some international comparisons to determine the level of activity on a global scale in comparison to the LTSN in the UK.

Preparation for entry into the information professions has always been a mixture of academic study and practical training. The proportions of the two vary greatly, both between countries and over periods of time, but the need to have some combination is universally recognised. There is probably general agreement about the broad scope of the academic curriculum, and therefore about the knowledge and understanding which the new entrant to the profession needs to acquire. Rather less consideration has been given to the skills which are needed if s/he is to function effectively. Some skill acquisition is part of the formal educational process; typically for example, an LIS student will learn how to catalogue, how to search for information and so on. There is, however, probably less general agreement on the full scope of the set of skills which is the essential pre-condition of effective professional practice. Although there is a growing literature, as indicated by Ward[1], Farmer and Campbell[2], Buttlar and Du Mont[3], and Elkin and Wilson[4], there is a need for a clear statement of the skill set, and for benchmarks against which a professional practitioner can judge both his/her competency and his/her need for further training and skill acquisition. This paper reports on an attempt to develop such a statement in the context of a project which will allow practitioners to chart their own professional development within a clear and objective framework.

This work has been undertaken by the Learning and Teaching Support Network for Information and Computer Sciences (LTSN-ICS)[5] which was established at the beginning of the year 2000 by the UK HE funding bodies, as one of 24 such centres covering a wide range of disciplines from art to zoology. The overall aim of the LTSN programme is:

> "To provide, through a coherent and integrated network of subject specific and generic centres, high quality information, expertise, and resources on good and innovative learning and teaching practices, and to effectively promote and transfer such practices to enhance learning and teaching activity in UK higher education."

The Library and Information Science arm of LTSN-ICS is based at Loughborough University. It is responsible for promoting quality information, resources and expertise in library and information science (LIS). It is addressing its strategic aims by creating networks and establishing contacts within the discipline to ensure that information disseminated to the community reaches as wide an audience as possible. As more people become involved, the more likely it is that sufficient impact can be made to promote further advances in learning and teaching within LIS.

Other countries have adopted schmes that address the need to promote teaching and learning activity within higher education (HE). In Autumn 2000 Sweden established the Council for the Renewal of Higher Education[6] to support activities that were concerned with pedagogical innovation in HE. It is also charged with collecting and disseminating information on activities related to HE in Sweden and abroad. Similarly the Australian Universities Teaching Committee[7] was created in the year 2000 to promote excellence and collaboration in university teaching and learning. Again it provides grants and awards and provides some useful links. It does not aim, however, to provide a subject-based approach to learning and teaching. It does not support HE by providing a subject focus to their activities. The LTSN on the other hand is engaging with institutions by supporting them at the subject level as this is believed to be the best way to spread good practice, as borne out in HEFCE's review of previous initiatives.[8]

There appears to be no other corresponding network in the world that is currently engaged in delivering best practice to promote the enhancement of skills for future LIS professionals. This is not to say that there are not others engaged in the process of delivering best practice to the LIS sector. The AASL (American Association of School Librarians)[9], for example, is promoting the building of partnerships for learning to promote standards for information literacy for students. This includes learning and teaching as well as access and delivery of programmes to students. Interestingly we see the emphasis is on schools, not HE, and it is centred on information literacy not the teaching of LIS. ERIC (Educational Resources Information Center)[10] provides access to resources on library science education, including discussion groups, Internet resources, useful organizations and also offer access to some articles via their Clearinghouse on Information and Technology. Despite its usefulness it does not promote the sharing of good practice by bringing academics together. It is simply an access point for information, although invaluable and indispensable. The Internet Library for Librarians[11], which is actually provided by a commercial company, claims to be the "the most popular Internet Information site for librarians since 1994". Whether or not this claim is justified, there is certainly a wealth of resources available from this site. It is not, however, designed primarily for the LIS academic market, but for practitioners. These resources, and others on a lesser scale, provide access to important materials, but nothing has yet been attempted to provide resources to support learning and teaching for LIS academics, students, and newly graduated professionals. The LTSN-ICS is attempting to do precisely this, and to make the results available to the HE community and across the traditional dividing line between education and training.

The LTSN-ICS' website contains full details of it's activities[12]. The Centre's current work includes:

- ITALICS (Innovations in Teaching and Learning in Information and Computer Sciences) – a peer-reviewed electronic journal;
- A development fund providing support for small projects in UK HE institutions;
- An enquiry service that links the expertise of those in LIS departments;
- A programme of conferences, workshops and focus groups;
- Projects looking at aspects of teaching and learning, including plagiarism, cross-searching of interfaces and key skills.

The key skills work of the Centre is the particular concern of this paper. Key skills can be understood on two levels. There are *generic* skills which all graduates in any discipline can be expected to possess, such as skills of communication, IT use and problem-solving ability. Indeed, the possession of such skills is increasingly used as part of the definition of the very concept of 'graduateness' alongside the demonstration of having acquired a range of subject knowledge and understanding. There are also, however, subject-specific key skills, which can be argued to be particularly important in those disciplines which directly relate to professional practice, whether that be medicine, law or indeed library and information work. The LTSN-ICS is in the process of trying to develop definition of the skill set for information professionals, in the context of a project called RAPID (Recording Academic Professional and Individual Development) through which students and newly qualified professionals can examine their own personal development planning and measure their levels of competence in the subject-specific key skills.

RAPID, which had its origin in the field of building engineering,[13] has developed a recording system for students that enables them to track the level of their professional competencies in that discipline. The LTSN-ICS is engaged in trying to provide a similar system for students of LIS, and to determine if it is possible to define the skills of an information professional. To this end Isobel Beckett, the Information Officer at the LTSN-ICS at Loughborough University, has been collating data from module specifications from LIS courses in the UK and comparing them with the accreditation documents of the professional bodies (then still the Library Association and the Institute of Information Scientists) and from the benchmark statements from the UK Quality Assurance Agency for Higher Education[14]. The resulting draft document has been reviewed by officers of the professional body, now CILIP, members of the LTSN-ICS's own steering group, and a specially constituted focus group of academics and professional practitioners. This is to ensure that it does meet the needs of both the academic environment and the wider work environment where many skills will be developed or even acquired for the first time.

The skills set which is emerging from this process focuses around four key areas of professional practice:

- information resources
- information service and organisations management
- information systems
- policy and the broader social dimension of information work.

Each of these key areas is further divided into sub-units. Thus for Information Resources, the units are:

- Identification and analysis
- Collection and data management
- Knowledge organisation, recording and retrieval
- Evaluation

Finally, within each of these sub-units different levels of skill are defined. In Identification and Analysis for example, these are as follows:

A I can recognise a need for information, identify appropriate resources to fit the need and begin to use simple techniques to find both print and electronic information.

B I can understand a user's enquiry for information, match the necessary resources with the information needed and by constructing a strategy locate the required information. In doing this I recognise the need to gain relevant details from the enquirer and I understand access issues and how information from more than one source may be required.

C I can answer a complex user enquiry by locating information using the appropriate search techniques with a clear knowledge of indexing and thesaurus construction. After accessing the necessary information I can analyse this and confirm that the information matches the need.

D I can successfully locate and access information to satisfy a complex user query, compare information from a variety of sources identified through the use of a range of search strategies, and ensure this clearly meets the information need. I can also apply this information to a problem and within the limitations of copyright and plagiarism, organise and communicate the desired information appropriately.

A critically important element here is that the definitions are written in a way which provokes reflective analysis by the practitioner him/herself, so that s/he knows the level which has been reached and can plan for further enhancement of professional competence. Broadly speaking, Level C is the minimum which would be expected of a professional who is in his or her first post, although Level D might well be expected in some cases for a particular specialism.

Why is this work important? The broad answer to that question is that because information work is now so pervasive, it is also very diverse. Inevitably, the formal education of information workers in the LIS departments has to take account of this diversity, and is increasingly generalised to allow students and new graduates to follow their own paths into and through the information professions. LTSN-ICS exists to support the academics who facilitate this process. The identification and definition of the key skills which are generic in information work is important in ensuring that the academic curriculum, and associated practical, training programmes (such as placements or practicums) provide new entrants with the skills which they need to complement the knowledge and understanding which has been acquired through academic study. This is why the project has been designed to incorporate the views of both those who deliver education in LIS and those who employ LIS graduates.

The long-term objective is to encourage reflective professional practice, a hallmark of any competent and committed professional. The skill set has deliberately been devised as part of the larger RAPID project which also encompasses generic key skills and personal development issues, since this is the proper context for subject-specific skills and the development of an individual's professional practice. The need for continuing professional development within the profession adds even more weight to the desirability of recording an individual's progress and enabling him or her to identify any skills gaps that might exist in their own professional skill set. Recording their skills at an early stage will prepare students for the need to record their professional development at each subsequent stage in their careers. The initial end-product will be a a set of printed proformas, which will be developed into a simple electronic package which the newly qualified professional can use to chart and record his/her professional development and identify further training needs. But the skills are common throughout the profession, and will be useable outside the immediate context for which they have been created.

We hope to bring this project to completion in the near future, and to make the results widely available in both printed and electronic formats. But of course it will never be complete; new developments, both social and technological, will create new imperatives for the profession and the demand for new skills.

References:

[1] Ward, Sandra. Information professionals for the next millennium. *Journal of Information Science*, 1999, 25(4),pp.239-247

[2] Farmer, Jane and Campbell, Fiona. Information professionals, CPD and transferable skills. *Library Management*, 1997, 18(3), pp.129-134

[3] Buttlar, Lois and Du Mont, Rosemary. Library and information science competencies revisited. *Journal of education for library and information science.* 1996, 37(1), pp.44-62

[4] Elkin, Judith and Wilson, Tom. (eds.). *The education of library and information professionals in the United Kingdom.* London: Mansell, 1997.

[5] Learning and Teaching Support Network. (2001) *About the learning and teaching support network.* http://www.ltsn.ac.uk/

[6] Council for the Renewal of Higher Education. (2001) *Ordinance.* http://www.hgur.hsv.se/general_info/ordinance.htm

[7] Australian Universities Teaching Committee. (2000) *Terms of reference.* http://www.autc.gov.au/ba/ba_te.htm

[8] Higher Education Funding Council for England. (September 1998) *Report 98/47: An evaluation of the Computers in Teaching Initiative and Teaching and Learning Technology Support Programme.* http://www.hefce.ac.uk/Pubs/1998/98_47.htm

[9] American Association of School Librarians (2001) *INFORMATION POWER: Building Partnerships for Learning.* http://www.ala.org/aasl/ip_toc.html

---

[10] ERIC (2002) *Librarian Education.* http://www.ericit.org/cgi-bin/resprint.cgi/Resources/Librarianship/Librarian_Education.html

[11] InfoWorks Technology Company (2002) *Internet Library for Librarians.* http://www.itcompany.com/products.htm

[12] Learning and Teaching Support Network - Centre for Information and Computer Sciences. (2000) *LTSN-ICS HomePage.* http://www.ics.ltsn.ac.uk/

[13] Loughborough University (2002*) RAPID 2000: Developing professionalism, competence and excellence.* http://rapid2k.lboro.ac.uk/

[14] The Quality Assurance Agency for Higher Education. (2000) *Subject benchmarking.* http://www.qaa.ac.uk/crntwork/benchmark/benchmarking.htm

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**049-093-E**
Division Number:	**VII**
Professional Group:	**Education and Training**
Joint Meeting with:	**-**
Meeting Number:	**93**
Simultaneous Interpretation:	**-**

Seven Ways to BlackBoard

Lesley S. J. Farmer
Associate Professor, California State University Long Beach
Long Beach CA, USA

Abstract:

What are research-based, pedagogically sound ways to use Web-packaged courseware to impact student learning? This paper deals with those issues, and provides seven different, pedagogical sound ways to use such software in support of higher education.

Increasingly, institutions of higher education are incorporating online Web-packaged courseware as part of their educational delivery system. A number of instructional dilemmas have been confronted in institutes of higher education lately. How can instruction be conducted effectively, particularly with the other demands that face today's students? As the baby boomlet hits eighteen years old, how will campuses provide enough seating for the rising population? How can students learn research and production skills that can be applied to a variety of careers? How will academia prepare students to be successful in an environment where 85% of jobs will involve technology? Standardized online instruction is one solution; it enables teacher preparation faculty to optimize class time, and it ensures consistency across course sections.

This method facilitates distance learning as well as offers increased interaction – potentially. Students can "learn anytime, anywhere." Online-enhanced instruction can "collapse" time and space. However, care must be taken to make good use of its features in designing and implementing courses. The vast majority of faculty are not experts in HTML coding or its equivalent. Pedagogically, most faculty do not have training in technology-based instructional design, and many have not even experienced rigorous online instruction, they sometimes find it hard to develop pedagogically sound Web-related courseware.

Instruction itself necessitates additional decisions about several elements: content, resources, sequencing, pacing, choice of format (e.g., video, Internet, face-to-face), instructional aids (e.g., guidesheets, multimedia presentation, charts, etc.) Indeed, too often technology is added on top of existing instruction, like icing on the cake, rather than *transforming* instructional design. Some of the changed elements include: the locus of control form teacher to learner, just-tin-time learning, emphasis on resource-rich inquiry, and heightened interaction. Each type of technology has its own specialized characteristics, so matching tool with instruction and learning becomes a more complex decision. Additionally, the comfort level of both instructor and learner must be taken into account more than ever in terms of the technoogo9y tools to be used.

Not surprisingly, online instructional packaging business has increased dramatically in correlation to the drive for distributed education. Generally, faculty gravitate towards Web pages or courseware, depending on their prior experience and needs. Technology "early adopters" generally started delivering course content or links through direct Web page construction. Typically, they uploaded their syllabus and provided links to selected readings. A separate listserv usually served as a means for class discussion. However, since "boilerplate" courseware options have developed, most faculty have migrated to that environment so they can concentrate on developing content rather than spending valuable time scripting or developing the structure for instruction.

Several features are common to most courseware products.

One-stop access to resources and telecommunications. Students can access resources, communicate with peers and their instructor, take quizzes, post their work, and check on their grades.

Learning space for individual control of learning. A variety of resources are available online: documents and links provide by both instructor and students. Students can also determine the depth of exploration: whether to stop at the first Web site, for instance, or follow the myriad of links from site to site. A certain latitude in access timing and pacing does depend on the instructor's parameters since s/he determines the documents' availability.

Non-linear learning experiences that respond to student's immediate needs. While the instructor usually sequences resources or sessions, students can access these materials upon need – when it is accessible. One of the main strengths of the Web is its random-access capability. While an instructor could possible build a strictly linear learning model, it would be difficult within the courseware structure, and actually self-defeating. Where concepts *are* built upon one another, usually such learning occurs between sessions. The instructor in this case would upload one lesson at a time. However, *within* each lesson, students can choose from variety of related documents, and can determine to what depth that material needs to be consulted.

Hyperlinks to vary depth of exploration real-time and asynchronous sharing of reflective learning. With the incorporation of hyperlinks, a document transcends the two-dimensional framework to achieve 3D mentality. Dialogue boxes can serve as "just-in-time" glossaries of terms. A detail within a document can be linked to related research, commentary on the text, visuals to clarify concepts, or even video clips. Those links may be generated by the document creator, the instructor, or by the students. If done by the instructor, the links serve as complementary teaching/learning tools; if contributed by students, the links provide opportunities for personal meaning-making and shared learning. In any case, the student determines which links to explore – and to what depth. Thus, they gain control and responsibility for their education.

Instructor productivity tools. One of the first uses of courseware by instructors is for class management: of documents, communication, students, and grades. Instructors typically begin developing their course package by poster their syllabus and assignments. Either ahead of time or in response to class discussion, instructors then upload appropriate readings (making sure that copyright is in compliance) or create links to materials stored in other computer servers. Additionally, instructors post lecture notes that they either create in preparation for their class, or have students write to reflect class discussion. In either case, students benefit from having materials available for examination – and the instructor's need for photocopying is greatly decreased. Most instructional packages enable the instructor to email individuals, groups or the entire class. The teacher can also assign students to small collaborative groups to facilitate project development and foster interactive discussion. Grading modules usually calculate points, including weighted factors, and provide insightful statistics analyzing the student distribution of points. Moreover, students can access their grades at any point, so they can monitor their own progress easily.

The model courseware package detailed in this paper is Blackboard (http://www.blackboard.com), with its following features:

* announcements: timely, high-profile posting of information (announcements are also posted on the student's courseware desktop)

* course information: syllabus, introduction to the course, course guidelines and policies

* staff information: contact and personal information about the instructor and other instructional aides

* course documents: session agendas/objectives, class/lecture notes, readings, exemplars, surveys and quizzes

* assignments: directions for student work, including online activities

* communication: email, threaded discussion, real-time chat, group pages, student roster

* links: by the instructor or institution

* student tools: calendar, home page, assignment drop box, access to student's own grades

* resources: courseware manual and help.

Through BlackBoard's control panel, the instructor can determine which features to make available to students, and which items to track. In this area, the instructor can add, modify and remove items within the course package as well as determine when those items will be made available to students. This feature is particularly attractive if a teacher wants to provide an online quiz opportunity; the timeframe for access can be very finely defined. Additionally, the courseware enables the instructor to maintain statistics about student access to different features of the courseware: day of the week, time of the day, "hits" over a time period.

Generally, instructors use the course information, announcements and communication features first and then incorporate other features when they feel ready to enrich their course package – or want to respond to student needs and demands. The first benefit they tend to identify is paper control, then course organization and communication. The first *student learning* benefit usually identified is online discussion. (Farmer)

How instructors combine and apply these courseware elements shapes the course delivery. Farmer has identified seven approaches to BlackBoard development and deployment, which are based on research and best practice; they include: management, resources, communication, student engagement, collaboration, knowledge management, and assessment.

Management. BlackBoard may be used as an effective management tool. Most instructors post their syllabus online at the beginning of BlackBoard. Office hours and contact information is easy for students to find. Class meetings and assignment deadlines are easily posted on the course calendar. Announcements are posted on the first "page" so students can find out about timely opportunities and changes. Students can access course readings via BlackBoard, as well as lecture notes. Assignments can be posted, and students can submit their work via the courseware drop-box. Thus, paperwork is kept to a minimum. The instructor can arrange students in groups to facilitate group discussion; one student acts as a reporter and posts the group's major findings. Groupings also facilitate collaborative assignments, particularly when students commute long-distance to a site – or take a course completely online. The instructor can also diagnose student knowledge by using Blackboard's test and survey module; results and averages are generated so the instructor can craft needed instruction based on student needs. The discussion groups and email features also provide quick and easy feedback – and other students can also offer give peer feedback in a timely manner. In terms of grades, the instructor can post grades quickly so each student can view his/her own progress confidentially. BlackBoard permits the instructor to define the access level of each feature within the courseware to optimize use and security.

Resources: Besides course syllabus and general information, BlackBoard's structure facilitates its use as a resource manager. The instructor –and students – can post readings, lecture notes, and presentation stacks. To increase learning, the instructor can provide student access to online tutorials, simulations and WebQuests. Not only can a document be posted, but hotlinks to online sources are possible with BlackBoard, which streamlines course content and insures compliance with copyright law. With the virtual classroom feature, students can contact online experts in real time. On a more mundane, but equally useful level, BlackBoard includes student and instructor courseware help.

Communication: BlackBoard offers a central telecommunications mechanism that can act in both a one-way and two-way delivery system. The upfront announcements facilitate timely changes. Instructors can email individuals, groups or the entire class. Discussion forums provide threaded discussion that the instructor can sort according to date, author or topic for easy analysis. Students can share documents via the real-time virtual classroom (i.e., textual and graphical chat) and within instructor-designated groups. Indeed, with the group feature, discussion remains closed to anyone outside the group – except for the instructor. With guest privileges, outside experts can communicate with the class synchronously or asynchronously. Students can communicate their own interests via their personal online home page within the course, and they can submit their work to the instructor via the drop-off box. It has been found the communication can increase with BlackBoard; students who might sit passively in the back row now become equal participants, and English learners have the time to think and find the right words to better demonstrate their own knowledge.

Student Engagement. With the variety of communications means as well as the modular design of BlackBoard, students can increase their engagement with resources, peers and their instructor. The act of using BlackBoard helps kinesthetic learners. Students appreciate the sense of an interactive and open-ended learning environment that is theirs to explore according to their own time and needs parameters. Online activities such as WebQuests and simulations foster interactivity and reflective learning. Discussion forums and virtual classroom expand communication opportunities, and also enable students to initiate their own threads. Students learn more about their peers through the personal home pages, and they work more easily with the group pages. Quizes and surveys help students self-assess their own progress, and they appreciate the faster feedback of online grading throughout the course period.

Collaboration. The communication and engagement approach certainly fosters collaboration. As already mentioned, threaded discussion forms, chats and grouped projects expand traditional means of collaborating. Tele-based experts offer a link between the classroom and the professional world. On a very real level, BlackBoard facilitates knowledge management as shared learning ramps up the class's own expertise.

Dynamic Course Building. Instead of a pre-determined and static course, BlackBoard-enhanced courses can be ongoing, responsive learning "journeys." Some of the means to develop and hone a course during the time period include:

- creating a database of student responses
- developing course topics and content based on diagnosis of student needs
- adding links and reading based on class action
- archiving student projects
- providing feedback on student work
- developing discussion forums based on student needs and wants.

Assessment. The following tools can be used as formative and summative assessment tools:

- surveys
- Quizes (with several options for response format)
- Discussion threads
- Gradebook
- BlackBoard usage statistics: by user, time date, content area.

BlackBoard and other similar courseware packages can be used by instructors at different levels of sophistication:

1) static repository of course information
2) productivity vehicle
3) communications medium
4) complement to class activity (i.e., remote online activities)
5) integration with class activity
6) class-develop-ed dynamic knowledge base
7) virtual course.

The biggest trend in the use of courseware is the development of hybrid courses: a combination of face-to-face and online instruction. In this model, students develop personal connections with their peers and optimize classtime for those activities that cannot be captured well in distance or online environments (e.g., role-play, sophisticated combinations of technology and presentation, cultural events). Online resources provide access to a world of knowledge at a time convenient to the student, and telecommunications fosters more equitable and in-depth reflection.

Regardless of the level of courseware use, the following tips for courseware developers help optimize courseware benefits:

- Explore the software's features and potential before full-scale course development.
- Clarify all instructions, assignments and feedback. Provide a mechanism, such a one discussion forum/space, for students to ask questions of clarification.

- Develop documents offline and upload content online.
- Test layout and content conversion; word processing documents in particular may lose some format details. To guarantee layout integrity, save the document in a .pdf format.
- Backup all work regularly.
- Train students how to navigate the courseware, and have veteran students coach their peers.
- Check for understanding: never assign a resource without requiring some kind of student action.
- Warn students if the site will be dynamic (i.e., will change).
- Distribute responsibility: have student take lecture notes, create study guides, report out from their group discussion, critique their peers' work, and contribute to the body of knowledge.

In the final analysis, courseware provides a technologically determined structure to organize course delivery and help students become more comfortable with instructional technology. By taking advantage of the medium, instructors can elevate and deepen student learning – and foster a true learning community.

BIBLIOGRAPHY

Ain't got time to teach. *New York Times,* 22 Jan. 2001.

Berge, Z. and Muilenburg, L. Obstacles faced a various stages of capacity regarding distance education in institutions of high education. *TechTrends, 45,* 4, 40-45.

Delgado, M. (2002 March). Online learning: The why and how. *Technology & Learning,* 52.

Eisler, D. (2000 Sept.). The portal's progress. *Syllabus,* 13-18.

"Evolution of a Web site builder." (Jan. 2001). *NEA Higher Education ADVOCATE,* , 8.

Farmer, L. (2002). *Using Web-based instruction to prepare students to meet technology standards.* Unpublished research. Long Beach: California State University.

Frayer, D. Creating a new world of learning possibilities through instructional technology. http://horizon.unc.edu/projects/monograph/CD/ Instructional_Technology/Frayer.asp

Gallini, J. (2001 March). A framework for the design of research in technology-mediated learning environments: A sociocultural perspective. *Educational Technology,* 15-21.

Getty, N. et al. Using courseware to deliver library instruction via the Web: four examples. *Reference Services Review, 28,* 4, 349-359.

Guidelines for the evaluation of instructional technology for California schools. (2000). Modesto, CA: Clearinghouse.

Harris, B. (2000 Feb.). Providing metacognitive scaffolds in Web-based instruction. AECT Conference presentation, Long Beach CA.

Holman, L. A comparison of computer-assisted instruction and classroom bibliographic instruction. *Reference & User Services Quarterly, 40,* 1, 53-59.

BEST COPY AVAILABLE

Huang, H. (2000 July). Instructional technologies facilitating online courses. *Educational Technology*, 41-45.

Ip, A. (2001 Sept.). Experienced-based pedagogical designs for e-learning. *Educational Technology*, 53-63.

Julien, H. Going the distance. *Journal of Education for Library and Information Science. 42*, 3, 201-227.

Kang, S. (2001 March). Toward a collaborative model for the design of Web-based courses. *Educational Technology*, 22-31.

Kasowitz, A. (1998 June). Tools for automating instructional design. *ERIC Digest.*

Khan, B. A framework for web-based learning. *TechTrends, 44*, 3, 51.

Kisling, E. and Kalman, H. (2000 Feb.). Potential of knowledge management in instructional technology. AECT Conference presentation, Long Beach CA.

Quick, R.and Lieb, T. (2000 Dec.). The Heartfield Project." *T.H.E. Journal*, 41-47.

Redish, T. WebTech. NECC 2000 conference presentation, Atlanta GA.

Seamon, M. (2001 Jan.) Changing instructional practices through technology training. *The Book Report*, 44-48. (best part is the diagram)

Uden, L. and Brandt, D. (2001 Sept.). Knowledge analysis of tasks for instructional design. *Educational Technology*, 59-63.

Products:

www.anlon.com

www.blackboard.com

www.campuscruiser.com

www.click2learn.com

www.collegis.com

www.convene.com

www.ecollege.com

www.eduprise.com

www.embanet.com

www.etudes.cc

www.jonesknowledge.com

www.webct.com

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**037-094-E**
Division Number:	**VI**
Professional Group:	**Management of Library Associations**
Joint Meeting with:	**-**
Meeting Number:	**94**
Simultaneous Interpretation:	**-**

Creating Library Spaces: libraries 2040

Rob Bruijnzeels
NBLC
The Hague, Netherlands

2040
BIBLIOTHEKEN

(Libraries 2040 - The Future in Progress)

Premise

The central focus in the 'libraries 2040' project is on the future of public libraries. In most future projections, the principal question is what expectations there are for the future: the *probable future*. That is the future of extrapolated trends and factual expectations. This project is all about what we ourselves want in a *chosen future*, a future in which our ideals and dreams also have a fair chance.

The premise on which this project is based is that books will live on. Why? Quite simply because we want them to. Just as you walk even though you could take the car, the bus or the tram. Books will be there as long as we go on walking. Books enrich society and will forever remain part of our culture.

For that reason there will always be room in our civilisation where we can keep books, places of collective inspiration, attractive places that are pleasant to spend time in and where we can meet books.

In future, the people of Noord-Brabant will be finding different ways of spending their free time, reading differently and using different sources to find information. Accordingly, we have framed a concept of the future, a far-reaching, attractive alternative future in which anything is imaginable and everything is feasible. In this concept, libraries are given a future. By 2004, the traditional public libraries will have ceased to exist and new, attractive future libraries will have taken their place. What will they be like? The libraries 2040 project is looking for an answer to this question by initiating seven different libraries of the future. Not by dictating how this should be done, but by giving fantasy and inspiration free rein.

The Brabant library

The Brabant library is the ultimate library of the future for the Dutch province of Noord-Brabant, designed by architect Winy Maas (MVRDV). In just a short space of time, Maas has become one of the Netherlands' most famed architects. Among his work is the design for the VPRO Villa[1] and the much talked-about Dutch Pavilion at the Expo 2000 in Hanover.

The impetus behind this Brabant library is that the current public library system is no longer able to cope with the enormous production of books. In addition, increasing urbanisation and population density have spawned a growing and more differentiated demand for information. In his design, Maas calls for a centralised approach so as to fend off virtual developments and the decline in quality brought about by the product that the current decentralised order provides. He has designed a central library, 'the Brabant library', which also functions as a general resource facility offering a complex and effective distribution package. Operating in this framework, Maas has designed the new Brabant library, a library that redefines and intensifies all existing and new library functions in Noord-Brabant. In this 230 metres high 'metalibrary' there is room for about 5 million books (17 kilometres of bookshelves), thousands of magazines, terminals, reading/studying rooms, (Internet) cafés, a theatre, etc. The Brabant library is open 24 hours a day, 365 days a year.

The Brabant library will be located in the municipality of Vught. Maas' design is pioneering and innovative, he presents nothing more or less than an entirely new concept for the construction of libraries.

The backdrop to the Brabant library (1/2)

The enormous production of books is too much for the public library in its present conception to cope with. Increased urbanisation and population density have led to a large and more differentiated demand for books. Who of us is not familiar with the feeling of having read all the books of any interest, disappointed that the source of entertainment, wisdom and knowledge that seemed at first to be endless is after all finite? Public libraries today know no 'completeness' or 'completeness through specialisation', a prerequisite for a library.

There no profundity without completeness or specialisation, putting an end to the appeal and competitive edge vis-à-vis other libraries or other media. Moreover, in a globalising environment, libraries will have to build up international rather than national collections.

In addition to that, attention must be focused on the new media – the immense growth and potential of new information carriers such as CD-ROMs and computers means that 'everything' can be retrieved 'everywhere'. It would seem that downloading and printing out books are to be the death of the library.

---

[1] The VPRO is a Dutch broadcasting organisation

Is there any sense therefore in upholding the present concept? Or has the moment come to redirect current and growing collections in the libraries of Noord-Brabant?

Source: search engine of the provincial library centre for Noord-Brabant

The backdrop to the Brabant library (2/2)

All library functions and collections of the province are concentrated and kept in one place, in the Brabant library, thus creating a gigantic and comprehensive library comprising approximately 5 million volumes. With its international appeal, this library is also emphatic when it comes to fulfilling a depository task. Its collections are directly accessible 24 hours a day, 365 days a year, thus guaranteeing completeness and specialisation.

This concentration will open up further possibilities for research – more funds will be available for establishing links between various information clusters, for making analyses, developing reading packages, detecting gaps in information, etc. The Brabant library also provides ample meeting space for making contacts, enabling communication, and so on. The result is a vast community centre, a provincial 'lounge'. The Brabant library is not only a physical public library, though, it is a service facility for all kinds of decentralised branches. It would seem that a central library such as this, combined with a wide, fast and efficient distribution network is ideal because it makes it possible to couple collection building to local service.

Locating small, yet exclusive collections in modern meeting places such as local cafés, dentists' waiting rooms, stations, schools, city halls or petrol stations, can stimulate the demand for books. There you can read, consult, loan or even buy books with your library card. By placing terminals at these sites, other books in the collection can be referred to, read, ordered or even printed out.

Source: search engine of the provincial library centre for Noord-Brabant

The Brabant library concept

Whilst some user prefer a strictly systematic library, others benefit from a library laid out along a promenade of sorts so that they can stroll around. The Brabant library combines both options. System and overall view are achieved by organising everything along strict alphabetical lines: *Alphabet City*. The whole collection is arranged from A to Z in easily and directly accessible bookcases, with new titles under 'N', children and cooking under 'C', the year 1920 under 'T' for time, books on travel under 'T', and so on.

By 'circulating' this gigantic wall of books you get a spiral-shaped building surrounding a communal space, the lounge. The bookcases are arranged at right angles to the walls, forming niches in which, in comparative shelter, you can look up information. In this way, a wall of books is constructed that extends the length of about 17 kilometres right up to Noord-Brabant's highest altitude somewhere around 230 metres above sea level. At specific points in the building the bookshelves fan out, making room for computer areas, reading rooms, auditoriums or suchlike.

Next to traditional lifts and staircases, there will be about 800 glass study booths that move vertically as well as horizontally, on the outside and on the inside. This makes it possible to navigate the whole collection from one's own comfortable, private booth, in whatever way or order one likes. Other target groups can be serviced by furnishing some of the booths as meeting kiosks or mini lounges. A navigation system would prevent collisions.

Source: search engine of the provincial library centre for Noord-Brabant

Hotel Alphabet

In a previous collaborative venture with the Provincial Library Centre for Noord-Brabant, the strip cartoonist, artist and architect Joost Swarte depicted the classic public library as a hotel lounge, calling it '*Hotel Alphabet*'.

In Swarte's view, the public library is not a static habitat where books stay for the duration, but rather a dynamic building with, literally, a toing-and-froing of books. Spinning that out further, the image takes the shape of a complete biotope of a large hotel (open at all times, pleasantly anonymous and welcoming), where you can eat, do business, sleep, meet, party, mourn, go on blind dates, etc. This hotel is a small and integral city in its own right.

This image is reflected in the Van der Valk hotel in Vught, a hotel in the old Brabant tradition, open 24 hours a day and easy to walk into, with an open fireplace, good chairs and books at the end of the hotel lounge. What more obvious step than to ask Joost Swarte to set up his library (*Hotel Alphabet*) in this Van der Valk hotel?

The spines of the books are important in the Hotel Alphabet – the books are in bookcases, themselves made in the shape of books, one next to the other, in the spine as it were. Readers can take out and replace the books themselves, helped by unique pictograms, likewise designed by Joost Swarte.

A limited select edition of these design bookcases will be available for sale to interested libraries or private individuals. Hotel Alphabet is the product of a collaborative venture with the Vught public library.

The hormone library

This library was realised by a group of teenage youngsters from Oss, called Osse Pubers, in a collaborative venture between the Oss public library, de Muzelinck in Oss and the Arts & Crafts College in Eindhoven. A text by the author Herman Brusselmans was the inspiration for the hormone library:

"Are the nineties any different to the sixties or seventies or the years before that? Will the years after 2000 be different again? Are the young younger in different ways than they used to be? I have my doubts about that. OK, there were no computers in my day, no mobile phones, no Aids risk. Statistics say that there were less suicides in our day, we didn't take weapons to school, we didn't pop XTC pills, and didn't dance to 280 electronic beats per nanosecond. It wasn't drummed into us what a millennium bug was, or the euro or the Axion Proton card, no Internet access, no chat room chums, no 167 TV channels, no psychological counselling if we'd failed our geography test and then threatened the teacher with a knife or a lawsuit during the day or harassed him with 'that's the end of you'-e-mail-threats at night. Maybe we had fewer friends, parents that weren't as flashy, grandparents who had never been skiing, and no gel in our hair that was definitely not tested on animals.

But we were the same dopes as those who came after us, and young in the same way as those who are young today, and who are young in the same way as the young will be in fifty years time. We were spawned by a mother and a father and doomed to live. We were small, we grew up, we were young and one day we were no longer young, however old we were. We were, I think, people."

The library represents the unchanging view adolescents have of their environment in 2040, the most fundamental elements of which still are recklessness, insecurity, loneliness and curiosity. This library is designed as an 'emotional interface' enabling youngsters to use the library in ways that respond to their rapidly changing moods.

The survival library

Excitement and adventure. Two essential ingredients in Sherlock Holmes books, evenings playing games or during a survival expedition, to mention just a few extremes. For those who enjoy solving mysteries or riddles, this is certainly not a game to miss out on. Search for the mini book chests hidden in the woods and marshes in Oisterwijk, the Kampina nature reserve and countless buildings around town. This is about the most adventurous and relaxing library you could imagine! Book chest hunts are fun for all ages.

Fitted out with the cryptic directions given in the 'hunt' booklet and other indispensable attributes such as a map, a compass and a keen nose, these book chests can be ferreted out. It is wise to use the walking and cycling map 'Oisterwijkse Woods and Marshes, Kampina', for sale in the Oisterwijk visitors centre, the tourist information office and the ANWB, the Dutch AA.

The survival library comprises almost thirty publications by writers from Noord-Brabant, hidden in the town of Oisterwijk and the surrounding countryside. These publications can be found by solving the cryptograms and with a unique matching stamp, library users can keep their own 'hunt' books up to date. This library – the smallest in Noord-Brabant in terms of numbers of books but the largest when it comes to surface area – is a joint undertaking of the Association for the Protection of Natural Monuments, the Noord-Brabant Society and the Oisterwijk public library.

The virtual library of the future

You don't seem to get that same reading experience from a digitised book as you do from the actual book. The feeling that you're 'reducing speed' when you read a book just cannot stand up to the competition from the ever increasing speed of consumption of the visually oriented, virtual world. Where can these worlds meet? What experiences does the virtual library have to offer in exchange? Up to now, technological possibilities, functionality and ease of reference are at the forefront of most digital library concepts.

As such, technology is not the keynote of this library, the main aim is to create an environment in which the terms 'structure', 'chaos' and 'collectivity' are given new meaning. A text written by the Italian author Italo Calvino was the focal point for the design: *'It's not true that I can't remember anything; the memories are still there, hidden in the grey tangles of my brain, in the moist sandbanks deposited on the riverbed of my thoughts.'*

If we want to recall a memory, we circle around an area of memory, guided by association and emotion. Together, we give the world a collective memory with our topical associations on the surface and deep down, dormant, the traces of the old Greeks as well. In so doing, the virtual library takes on the values of the classical library: we are the best archive of our time. In this concept the virtual library organises our memory, presenting it as a fractal spiral.

The virtual library of the future is a design by MarcelWoutersOntwerpers, a firm from Eindhoven that won recognition by developing intriguing and progressive exhibition concepts.

The Bibliothèque d'amis

Not the books themselves but the experience of reading is the primary focus of this library. It is in people's own living room and can be entered only by courtesy of the host or hostess. As a Bibliothèque d'amis, the public library becomes a network of all kinds of home libraries, where we encounter one another in the intimate surroundings of a club, enjoying a good book, a good conversation and a good glass of wine.

For one evening, a few Brabant people – some famous, some not – opened up their own libraries and studies, inviting people in for a good conversation about books, sometimes in the company of a writer/poet/storyteller from Noord-Brabant, if they so choose. Naturally, they decided themselves who to invite, but a few (well-screened) onlookers were also welcome.

Each Bibliothèque d'amis selected two or three books that were thought necessary to add to the library of 2040. These books have in fact been purchased and will be included in the 2040 library. Should this Bibliothèque d'amis continue for another 40 years, it will be a unique collection of about 1000 'timeless' books. This part of the project came about in association with LiBra, the Literair Informatiepunt Brabant (Information group about literature in Noord-Brabant).

The partisan library

Eight children spent four days on a campsite on the grounds of the Fort de Hel ('Hell' fortress) near Willemstad. They came as partisans, from an underground 'Resistance' organisation, searching for freedom, friendship and adventure. They wanted to design a library for the future. Of this future it is said that it is a time where you can read everything and there are no longer any forbidden books. So in that library the lure of the forbidden will be replaced by the excitement of the hidden.

That is why Zo & Zo (So & So) took along the book *'Het verboden boek' (The Forbidden Book)* by Bert Kouwenberg. Why? Because of its title and the landscape in the book: *de stad aan de zee (the town on the seaside)*. The landscape is similar to the landscape around Willemstad, but also the area in the immediate vicinity of Fort de Hel. The book is about freedom, friendship, resistance and hope and it's exciting into the bargain. This is how the adventure began – a mixture of enticing reading and fragments from 'Het verboden boek' played out by children in the landscape around the fortress. This was followed by a 'wild' adventure trip in the Biesbosch, a marshland area, and a discovery and invention day in the world of science and technology. Each day was given its own name, the day of 'the train of thought', the day 'against the grain', the day of 'brain-twisters and inventions', and the day of 'hope'.

The children wrote descriptions of these days in small red books and designed and constructed their library. This library was hidden in the scenery around Moerdijk. The children became the librarians of their own library and only children were told of its whereabouts. It was only after a week that adults were allowed to know where the library was!

The partisan library came about in association with ZO & ZO, museums of & for children and the Moerdijk public library.

What projects does *Libraries 2040* have in store for the future?

Book	In Januari 2002 Biblion in The Hague published a book on the project as a whole with unique photo and film material. (ISBN 90 5483 297 5)
Near future	There is to be a national sequel to the Libraries 2040 project. In the course of 2002, the NBLC (Netherlands Association of Public Libraries), will be initiating new and original activities as part of this project: • The library of 100 languages • The library as a travel agency • The digital library for children
Information	NBLC, the Netherlands Association of Public Libraries; post office box 43300; 2504 AH The Hague; ☎ +31(0)70 – 30 90 100; project manager is Rob Bruijnzeels (bruijnzeels@nblc.nl).

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 032-094-E
Division Number: VI
Professional Group: Management of Library Associations
Joint Meeting with: -
Meeting Number: 94
Simultaneous Interpretation: -

Recruitment based on applied research: admission tests for new LIS students

Dr. Birgitta Olander, Lund University, Sweden

Abstract:

The paper presents the selective student recruitment and the admissions process implemented at the Department of Library and Information Science of Lund University, Sweden (known under the acronym BIVIL). The background is the profound changes in the library profession that have taken place during the past 10-15 years, with the IT development and the advent of the information society as the main driving forces. The results of the recruitment policy of BIVIL are favourable compared to results of a research project, Potential for Success, which includes a survey of desirable personality traits in new recruits as expressed by Swedish library managers. Survey results indicate that the employers' first choices are recruits who are dedicated, responsible, able to work in teams, dedicated. These are qualities strongly encouraged in the LIS students of BIVIL.

Background

The library profession has changed dramatically over the past 10-15 years. The IT development and the advent of the information society have been the main driving forces in this fundamental reorientation. Both form and content of Swedish library practice have been thoroughly revamped in the past decade. Old and new users crowd the libraries and put mounting pressure on the librarians, demanding increasingly more and better service. At the same time a massive generation shift is rapidly approaching as all the librarians of the baby-boom generation head for retirement. For the first time in many years Swedish libraries face noticeable recruitment problems.

The development in Scandinavia is similar to that of North America and the United Kingdom. In all sectors our libraries now have a distinctive IT profile. The users increasingly demand faster and easier access to information, regardless of form and location. Naturally this means new demands on the professional skills of librarians. Above all, a library professional must be an expert in knowledge organisation and information transfer. This requires not only excellent IT skills but also high-level proficiencies in terms of information structuring and service development.

In Sweden the Library and Information Science programmes have changed fundamentally since the early nineties. The former vocational training approach has been abandoned. Completion of the LIS programme leads to a Master's degree called Master of Arts /Library and Information Science (MLIS). A Swedish Master's degree comprises 160 credits (the equivalent of 240 ECTS of the European Union).

The overall goal for the changes in Swedish Library and Information Science has been to create a competitive professional education for the library and information sectors meeting the new demands of the job market. The emphasis on a solid theoretical knowledge base has sprung from the need to foster flexible librarians who willingly and professionally embrace change. The level of ICT skills now required in libraries also place high demands on technological expertise in the "library schools" of today. The new librarians should in fact hold a wide range of traditional library competencies combined with proficiencies in a number of new areas, such as management, marketing, communications, and pedagogical know-how. With this background of rethinking and change in the approach to professional education it is essential to assess how well the Swedish LIS programmes match the requirements of the library and information job market.

In a research project, that is now near its conclusion, I have tried to identify what kind of people are needed in the information sector and what criteria are used in recruiting professional staff in Swedish libraries. The expectations of employers and job applicants should be reasonably synchronised if the professional education is properly tuned to the conditions of the information job market. Through our data we can evaluate how well the present LIS programmes are geared towards the needs of the Swedish library sector. Our research questions focus on what kind of personality characteristics Swedish library managers tend to look for in new recruits, and what personality factors distinguish Swedish LIS students.

I am greatly indebted to Dr. Anne Goulding of Loughborough University and her research team who, a few years ago, designed and carried out the British project ***Likely to Succeed***, on which ours is closely modelled.

My personal starting point

The recruitment issue was at the top of my list when I started planning the new LIS programme at Lund University. My own professional background of 20 years of academic librarianship has given me some firmly rooted opinions - one might say idiosyncrasies - about the qualities I like and don't like in a librarian. I knew what my ideal librarian should be like and as an educator I would actually have the opportunity to "create" such a person.

My ideal librarian is knowledgeable, socially gifted, intelligent, professional, service-minded, flexible, extrovert, communicative and able to cope with stress. This wide range of positive personal qualities is essentially preferable in all human beings. Naturally, such qualities may serve as selection criteria for almost any profession, but here we are talking about librarians. I use the word librarian in a wide sense, and have in mind an LIS professional in general, not just those who work in libraries. Not all librarians I have met over the years have demonstrated the qualities that I favour in an information professional.

The LIS profession, I think, is all about user service, or: dealing with people mainly on their own terms. It is essential, therefore, that a good librarian is highly sociable and good at communicating with all kinds of people. The librarian must also be flexible and widely knowledgeable, since each new customer may ask anything at all, something that may be the extreme opposite of what the person before was asking. The stress inherent in such a work situation should be a positive one for the librarian.

As already mentioned, the great changes that have taken place in libraries and information organisations over the past 10-20 years have fundamentally changed also the competencies considered necessary for librarians today. Such competencies may be defined on several levels, from overall professional skills to personal qualities. First of all and on a general level, excellent social skills are required in all kinds of professional situations. Being able to communicate well is absolutely vital for librarians.

On a strictly professional level many of the traditional library skills, such as reference work, classification, and information retrieval, are still required even though many of the tools for these activities keep changing. Librarians today also must have good knowledge of all sorts of new media, legal issues, financial management, and, naturally, ICT.

On an applied level the following personal competencies are necessary:
- Flexibility;
- Openness to society and full awareness of organizational and other relevant contexts;
- Preparedness for team work, including new working formats and team structures;
- Visionary imagination combined with realism;
- Sense of responsibility.

In order to achieve an outstanding library school, I realised that I must recruit students who are promising candidates for all those competencies and who will be able to develop the profession for the future. They must be hand picked. We select 42 students once a year, out of approximately 170 applicants. This means that we admit one out of four. Before they are admitted, our students have passed both an aptitude test and a personal interview.

BIVIL, the "library school" of Lund University

Almost ten years ago Lund University in Sweden launched a Masters' programme in Library and Information Science. This four-semester programme is now known under the (Swedish) acronym *BIVIL*. I was asked to set this programme up, and I'm still its leader and Head of the department. My goal was – is – to create a new kind of "Library school" of outstanding quality both academically and professionally. One of the most important steps towards this goal is attracting the right students, and you must have a clear notion of what you are looking for. In order to create your preferred student body it is necessary to implement highly selective admissions procedures. So far, we have been successful in recruiting highly motivated students with excellent academic abilities.

The first half of our Master's programme is constituted by 80 credits from individually selected subject areas. The second half of the Master's degree consists of 80 credits Library and Information Science. This means that the LIS programme constitutes the last portion of a student's academic education and that there is a prerequisite of 80 credits, or two years of full-time academic studies, before you can apply to BIVIL at the Department of Library and Information Science in Lund.

We use problem-based learning (PBL) as our pedagogical platform. Our students, in themselves, are looked upon as invaluable resources for our LIS programme. Between them they cover a wide range of subject knowledge from their earlier studies. Typically, 30 students bring with them subject knowledge of

55-60 academic subjects, ranging from Arabic to physics. In addition, our students possess all kinds of skills and a lot of informal knowledge. Our pedagogy, PBL, assumes that learning is strongly supported if it involves the learner's previous experience and knowledge. On this assumption, we try to make use of all the combined knowledge and experience of our student body throughout the programme. This creates a working climate that supports and reinforces learning and also makes clear for the students that they are looked upon as important and active players on the educational arena that involves both themselves and their fellow students. PBL also assumes that learning is facilitated by discussions and problem solving in groups, even though each student must take responsibility for her or his learning. We select socially skilled and communicative students in order to pave the way for the team-work that is the most prominent feature of our library school. The main purpose of traditional lectures is to support group studies and group learning, and the same applies to assessments. PBL also directly prepares the students for the job market. Swedish libraries and other knowledge organizations are characterized by team-work and horizontal organizations.

Hand-picking students for BIVIL and the profession

For a Master's programme in LIS it is not enough to foster competencies required by the profession, however. High demands on academic achievement also have to be met by our students. Library and Information Science is a multidisciplinary subject. Many different aspects must be covered at library school in order to prepare the new librarians for a wide range of professional activities. The pre-requisite of 80 credits, that all applicants must meet, guarantees that our students have good academic records.

After having put together both academic and professional requirements we identified a list of selection criteria and devised a process that could help us select the right students accordingly. The most important criteria that we apply throughout our admissions process in order to identify future favourite librarians are the following:

- Excellent communication skills,
- Willingness to provide service,
- Willingness to accept pressure,
- Ability to organize knowledge,
- Convincing motivation for the information profession,
- Convincing motivation for LIS studies.

The aptitude test

The applicants are assessed by those criteria first through a written aptitude test. This test also serves as a weeding mechanism. The test answers are evaluated by group of people who are not affiliated to our department and approximately 50% of the applicants achieve good enough test results to qualify for the next step of our admissions process, personal interviews.

The aptitude test was originally created and designed by two pedagogical researchers and myself. Throughout the eight years that we have been using it, the basic design of the test has remained intact. The actual questions or problems, however, have been reworded or superficially changed from time to time. The test covers four areas:

1. The librarian's work;
2. Text analysis;
3. Organization of information;
4. Ethics of service.

The assignment relating to the first area assesses the students' motivation for and awareness of the range of tasks librarians carry out. The student's self-perception in relation to his or her choice of profession is also assessed. An answer that just says "I want to become a librarian because I love books" is not good enough.

The second assignment presents three or four brief texts that may reflect current library debate or relate to the role of libraries in various contexts. They provide the students with useful input in terms of "trade" knowledge of the library and information sector, both facts and values. This assignment demands that the students can communicate in writing the results of their analyses, putting the issues in proper contexts. – In order to make the test shorter we are considering to exclude this assignment.

Knowledge organization is one of the core areas of LIS. It takes logical thinking and creativity, a knack for holism and attention to detail to organize knowledge in ways that are relevant for its purpose and audience. The third assignment is designed to test this and it puts the students under pressure. The time frame for it is deliberately narrow, and most students find the assignment difficult and complicated. It requires you to organize information in hierarchical, content-related structures under certain restrictions. The information consists of alphabetical lists of names, products, etc. You have to be creative, be able to get an overview of the information and form alternative, tentative structures, and perform well under stress.

The fourth area, finally, presents an assignment where we evaluate the students' empathy, their understanding and application of general, professional ethics, and social skills. A realistic situation that involves a conflict between a library user on the one hand and the professional librarian on the other. The students must be able to identify the problems inherent in the situation and suggest plausible ways of action for both parties.

The personal interviews

Having come this far in the admissions process approximately half of the applicants remain as candidates for BIVIL. The function of the test as a stopping or weeding instrument is increasingly obvious the more applicants we get. The number of people interviewed correlates to the number of students we can admit, not to how many take the test. At present, we admit 42 students per year, and we interview 80-85 or approximately twice as many as we admit. After the interviews we meticulously rank the candidates. Ranking is difficult because so many candidates are good, and only half of the interviewees will be admitted.

Out of a team of four, two interviewers work together and each interview takes 30-45 minutes. I am part of the interviewing team, and so are one or two of my colleagues. The other team members are experienced librarians. Both interviewers take notes. Needless to say, the interviewees are usually quite nervous, and we think that the presence of a tape recorder would make things worse. The interviews are semi-structured and similar to job interviews. The candidates get some important information about our LIS programme, such as student workload, our use of problem-based learning, and assessment practices. Naturally, the candidates also have ample opportunity to ask their own questions about the programme.

Through the interviews we again assess the candidates' communication skills, motivation and ability to accept pressure. The interviews also reveal qualities like personal development and social skills. These are partly the same qualities that we assess through the test, but at the interviews we try to make an independent evaluation of each candidate. The interviewers have not seen the test answers that candidates have submitted.

The interviews are important to me as programme coordinator and lecturer, because they provide an opportunity for establishing a personal relationship to each interviewee. Even on the first day of library school I have individual mental pictures of many of the students. This is very valuable. However, it must also be emphasized that interviewing is a very powerful selection tool, but it is both time-consuming and costly. Both test and interviews are administered locally and the whole admissions process has to be completed within a very limited time-frame. It is a matter of less than two months from beginning to end, and it means that we must carry out up to 85 interviews in approximately three weeks.

Conclusions

Is it really worth it to put so much effort into admissions? My answer is unconditionally YES. Recruiting by means of carefully chosen and specified selection criteria means that you get the students you want. This carries an overwhelming importance for the design and implementation of our LIS programme. It also has long-ranging implications for the profile of the professional field in Sweden.

Once they are selected, I know that my students are determined and focussed on careers as librarians and information specialists. Secondly, being highly motivated means that they are willing to work hard and accept a heavy workload at library school. Thirdly, the students are communicative and socially talented to an extent that makes them excellent team workers. This is essential because we use problem-based learning and most student assessment is group based. Fourthly, the students are genuinely interested in the applications of Library and Information Science, which will be their future profession. Last but not least, the students' motivation is increased by the notion of being among the chosen. They have been selected for their qualities and this selection confirms that they are good enough.

The results of our research project about the personal characteristics of the librarian of tomorrow indicate that our selective student recruitment is the way to go. The LIS programme at Lund has a high profile in the Swedish library and information sector and is recognised for its excellence. There is a high degree of correspondence between the personal qualities we look for and encourage in our students at BIVIL and what the chief librarians respond in the survey. The Swedish library directors like to recruit people who are responsible, able to work with and for a range of colleagues, dedicated, and flexible. Our admissions process and our pedagogy emphasise dedication – we place high priority on strongly motivated students – and team-work. Some of the personal qualities library managers find lacking, such as ability to accept pressure and written communication skills, are vital parts of our aptitude test.

My overall conclusion is that student recruitment is vitally important for meeting the needs of the job market. A carefully deliberated set of selection criteria, adequate implementation methods and a relevant pedagogy is what it takes to give LIS students the new competencies required by library and information professionals today. The library schools must take responsibility for educating librarians in a way that provide them with the academic, professional and personal skills that the job market needs. At BIVIL, the Lund University library school, we endeavour to do this.

References

Goulding, A. et al. (1999) "Supply and demand: the workforce need of library and information services and personal qualitites of new professionals." *Journal of Librarianship and Information Science*, Vol. 31 No 4, pp. 212-223.

Goulding, A. et al. (2000) "Professional characters: the personality of the future information workforce." *Education for Information*, Vol. 18 No 1, pp. 7-32.

Olander, B. (2001) "POTENTIAL FOR SUCCESS : demands on the Swedish information workforce." *Continuity, Culture, Competition* Presentation at the 4th British-Nordic Conference on Library and Information Studies. Dublin, Ireland, 21-23 March, 2001. [http://www.kult.lu.se/bivil/projekt/Dublinpresentation.html]

Olander, B. (2001) "Framgångspotential. En fantombild av den nya bibliotekarien." *Ikoner*, 2001 nr 5, pp. 3-8.

Note.
The project Framgangspotential [Potential for Success], which is mentioned above, is funded jointly by BIBSAM [The Royal Library's Department for National Co-ordination and Development], The Swedish National Council for Cultural Affairs, The Swedish Library Association, and The DIK Association (Documentation - Information – Culture).

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**060-094-E**
Division Number:	**VI**
Professional Group:	**Management of Library Associations**
Joint Meeting with:	**-**
Meeting Number:	**94**
Simultaneous Interpretation:	**-**

Provocative thoughts of a new generation of librarians

Natalie Blanchard
Gale/Thomson Learning Australia
Australia

Abstract:

With over 70% of the library and information industry workers in Australia being over the age of 40, and similar statistics recorded around the world, one of my greatest concerns is that the knowledge and skills that have been developed for the industry will be lost. This paper explores the issue and discusses ways in which to involve new librarians into the library and information industry and the workplace. Activities conducted by the Australian library and information industry to counter-act the loss of knowledge and skills will be presented.

'Recruiting "new blood" younger staff with different skills and attitudes will be essential if libraries are to survive, not simply as physical entities, but as facilitators of the changes in scholarly communication as the end user becomes the judge and the jury of access to information' – Colin Steele, former University Librarian, Australian National University. (Steele and Guha, 2000)

Colin Steele's message is not new, nor is it only relevant to the Australian library and information industry. Colin's belief is shared in library communities around the world. I also share Colin's belief.

Studying to become a librarian seemed like the natural thing to do when my mother and I discussed my career prospects together. I was passionate about books and organising them (my own books had borrower slips!), and I idolised my childhood librarian, Fran Doig. I wanted to be just like her - an inspiration to read and learn, and help people find the information they needed.

One of the greatest concerns I hold for the longevity of the library and information industry in Australia is that without involving new librarians in all aspects of this wonderful industry, the knowledge and skills that have been developed and created by past and current librarians will be lost.

According to a report commissioned by the Australian Library and Information Associate (ALIA) in 1998, over 70% of the member base had an age profile of 40+ years. A number of recommendations were made in order to address this issue. The final recommendation stated that while the aging issue was not a major problem at the time, the Association needed to continue to be active in recruiting and encouraging new and young members to maintain the viability of the Association (Wakely, 1998).

In addition to this, statistics from the ALIA report and statistics from reports from other countries indicate that the library profession has one of the highest rates of workers aged forty or older. These reports are a wonderful starting point for the recognition of the problem. We now need to work together to put thoughts, practices and strategies into place, to ensure the longevity of the world's library and information industry.

While there are many people in the world's library and information industry who do embrace and involve the new generation of librarians, not everyone is taking part. Time is not on our side and we need to be more proactive as a whole.

On January 9th, 2002, Mrs Laura Bush, the wife of the President of the United States of America, announced a proposal of a $10million initiative for 2003 to recruit a new generation of librarians (Eberhart, 2002). This initiative is a wonderful opportunity and it shows that the US government recognises the serious nature of the problem in our industry. Other countries, including Australia, share the same problem and concerns, however we do not have the funding that the US has been given to raise the profile of the library and information profession.

Even without this level of funding, we can make a difference. We need to continue the work that is already being done and we need to use other resources we have - new librarians. Without encouraging and involving new librarians, the long-term future of the library and information industry is unstable.

What is Australia doing about this issue?

The Australian Library and Information Association (ALIA) is engaging in a number of Key Initiatives – one being to develop and market new services for students/new professional members. As part of an advisory board, I am assisting the ALIA Board of Directors in the delivery of the project. This Initiative involves the creation and delivery of new services for library and information students and new professional members of ALIA. Further information about my role in the advisory board and the progress of the Key Initiative will be presented during the IFLA conference.

Some of the proposed services included in the Key Initiative are an employment alert service for ALIA members, a job seekers guide, a chat room and an e-list for recent graduates, and life-long learning career development with universities, technical and further education institutes and commercial providers.

One of the new services outlined in the Initiative is a conference for new librarians. The purpose of the conference is: to encourage the participation of new graduates; to start networking processes among new graduates and experienced industry professionals; and an opportunity to exchange ideas and knowledge. The conference is an outstanding initiative and one that will benefit both new and experienced librarians.

The advisory board in itself is an initiative that is bringing together experienced and new librarians. It is very exciting to be a part of this Key Initiative with ALIA and working with librarians who have so much knowledge and experience to impart.

From an Australian perspective, I do believe that we need to take some more action in addition to this initiative, both at an association level and a workplace level.

We need to:

- Continue to identify champions in the industry who are passionate about their work and about their profession. We need to work with the champions to share ideas and assist in maintaining and continuing the development of the industry. Some ways to utilise the champions would be to create new advisory boards or create a position for a new librarian on the director's board of your industry association.

- Involve new librarians in decisions about the direction of the industry and involve them in industry activities. By participating, the new librarians feel valued and learn the same passion for the industry that has been upheld in the past and to this point of time. This is an excellent opportunity for experienced librarians to impart important knowledge and skills to new librarians and share ideas.

- Create more work experience opportunities for students and new librarians. During my degree education, I found work experience to be one of the most important parts of my learning. Immediately I was able to apply theories and practices through actions and I began to create and develop networks with experienced librarians and learn from them.

- Involve new librarians in decision-making and management responsibilities in the workplace. Create opportunities for new librarians to participate in the direction of the services provided by the information service or library. This is the only way new librarians are going to learn the knowledge and skills from the experienced librarians. This involvement may also break down any barriers between new and experienced librarians. New librarians need guidance from experienced librarians.

There are so many activities that can be initiated, or integrated into the industry or workplace: activities like mentoring schemes, encouragement awards for new librarians taking an active part in the industry and providing information services for new librarians. Some will be successful and some will fail. What we need to keep in mind is the need to keep trying different ideas and the need to ensure that the knowledge and skills are passed on.

New librarians are being taught different skills that complement traditional library skills and that are suitable for the technology of our age. To embrace new ideas does not mean to throw away everything that has already been established. It means to consider new ideas and attitudes from new librarians and incorporate them into what has already been established.

My university lecturers and employers have already encouraged me and have fostered my development as a new librarian. In turn, I have absorbed their knowledge and skills, which have helped me to get to my current position in my career.

Without fostering participation and involvement with both new and experienced librarians, there is the risk of losing these new librarians to other industries that do embrace "new blood". Through retirements in the next decade, there is also the risk of losing the abundance of experience and knowledge we already have in the industry.

Library and information management is such an important part of the world – it is something too important to lose. We are in the business of preserving information and information provision. We need to start preserving our knowledge, our skills and ourselves for the future of information provision.

To ensure the longevity of the library and information industry around the world, we need to embrace the future so that the future embraces us.

References

Steele, C. and Guha, M. ' Staffing the digital library in the 21st Century'. Online, July 2000 (URL http://anulib.anu.edu.au/about/steele/digital_library.html)

Wakely, T.W. 'Report on the age profile of ALIA membership'. Online, June 1998 (URL http://www.alia.org.au/gc/online/9807/9.4.html)

Eberhart, George M. 'Laura Bush unveils librarian recruitment plan at Topeka Gala.' American Libraries, Feb 2002, v33, i2, p18

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 109-094-E
Division Number: VI
Professional Group: Management of Library Associations
Joint Meeting with: -
Meeting Number: 94
Simultaneous Interpretation: -

Provocative thoughts of a new generation of Librarians

Bernard Dione
Ecole des Bibliothécaires, Archivistes et Documentalistes
Université Cheikh Anta Diop de Dakar
Dakar, Sénégal

The struggle to bestow to scientific information its first mission which is to facilitate exchange of ideas between researchers and then to contribute to the progress of science and of society is hardly achieved is Africa in general.

As well reading facilities that should give the citizen free access to information in order to train himself, to fulfil himself, and to develop freedom of opinion are still very weak, indeed non-existent. We do not really possess libraries worthy of the name. For example, I can refer to a case I know very well by saying that, in Senegal, public reading is still in an embryonic state, as illustrated in an inquiry made by ASBAD for the new Senegalese Direction du Livre et de la lecture ; the national library is still a project ; apart from the efforts of the cultural centres of foreign countries, reading facilities are scarce. In this general climate of stagnation, university libraries are the only ones carrying hope.

It is obvious that the image of the librarian is not often a glorifying one. Besides, the rural population represents 70% in Africa, of which a major part is illiterate. Librarians did not always succeed in taking up the challenge to meet the needs of this population. Public authorities have not made access to information for this great mass a priority. We can understand that the non-existence of big library institutions (except academic libraries) have contributed to stress the ignorance of the role of the librarian and consequently the negative image of the librarian. I still remember that, when I was nineteen (19) and passed the entrance examination of the Library School, an examination gathering over seven hundred (700) candidates, my parents could hardly understand I gave up studying law for a job consisting of « arranging » books.

And here is the appearance of the Information and Communication Technologies stressing this negative image. The announcement of the imminent disappearance of the book explains some people affirming that the librarian, and the library as a physical area would no longer survive as well. Consequently, the librarian as a man of culture and a humanist, should become as databases designer and a search engine specialist. I heard a very serious person suggest the elimination of the library Section of EBAD, so that is keep only the Documentation Section. For, the stipulated that they do not find a job, and in case they find it, they receive the lowest wages any way. Therefore, some would like we already enter a big market of digital information where everyone would be free to choose, from his place, an information. This situation would be the ideal one, except the fact that, presently, anyone has his own computer, and has no means to pay the connection. Besides, even if by chance, everyone was provided with a computer, thanks to the partners in development, illiteracy (particularly in international languages) would be an obstacle for them to use it. We can add to this the weakness of telecommunication infrastructures in our countries.

In such a situation, some of our elders have succeeded to carry on a splendid career. We one to them the legislation on libraries dating back to 1976 and the first professional associations that combined to give birth to ASBAD. But many of them have resigned, have changed profession or have desperately waited anonymously their retirement.

From this generation, we have also inherited *ad hominen* quarrels we continue. That is one of the problems we are trying to solve nowadays in our association. So the situation of unemployment of library professionals, who are more and more young, contribute to demobilise our members. How to give a voluntary help in an association when the majority does not get the minimum ? As well, the professionals already working live in a situation of poverty due to their low wages. This discouraging phenomena, creates a deep discomfort in which people often mislead targets. That is the reason why those struggling to go ahead are suspected to use the association for their own benefit.

Here is, in nutshell, the situation of Information-Documentation professionals such as I experience it. How to found a strong association which is able to take up such great challenges ?

This is the question our team is trying to face since the beginning of its mandate on July 2000. One of our priorities has been to depersonalise our association by providing it with an office.

The EBAD, Library School has given its assistance by providing us with a room for our office. But we jealously keep our independence. Now, each member can come to the office to get informed, to work and to attend the meetings of the staff. As the sessions are public one, the idea of an association – « group of friends » tend to disappear. But prejudices are tenacious. But the existence of the office raises other problems related to recurrent expenses its management involves.

We have been obliged to implement a system to manage our members. Before, everyone could become a member without possessing a card from the association, without subscribing and participating in the activities. One could want for the General Assembly to get elected and then disappear until the next meeting. From now, the association has settled strict procedures of management and functioning.

Globally, some efforts have been done on an internal level. On the international level, we have tired to get support from the associations of the North. These ones being older, more experienced, and stronger could help us win the lobbying we wish to undertake in order to make our association recognized locally by public authorities as an association of public interest. This lobbying program intended to entertain an active communication by organizing continuous training sessions for our members, scientific meetings and various other manifestations. For this reason, we are really interested in the idea of twinning associations proposed by IFLA. We have contacted many associations. Any of our attempt has been fruitful. Why ? I really do not know. We can merely think that the relationship between professional associations dealing with libraries is also within the framework of the traditional geopolitical, linguistic, and economic scheme that governs the world with its formalism and linguistic areas. Yet, the only identity in which we recognize ourselves is that of the librarian. For us, languages represent tools of communication. In Africa, we are not exclusively English-speaking, French-speaking or Portuguese-speaking countries. What would become our local languages and ethnical groups if we exclusively belong is one of these communities ? We already speak necessarily many languages. We have hybrid and multilingual cultures. Each African country is above all a melting-pot. Librarianship should take into account this old order.

But should we be disappointed of our weak results ? I do not think so. In fact, even in Africa, the library should remain a vital centre for free and democratic access to knowledge, an area for exchange and partnership with our populations ; our scientists, an area for training for our young students. It is necessary to implement in less developed countries, more than at an economic level, support programs for a free and democratic access to the library and to knowledge. A colleague to whom I said we should entertain the unbelievable idea of organizing an IFLA Conference in Dakar, answered : « fortunately you realize yourself that it is an unbelievable idea ! what are going to show them, as for as libraries are concerned ? Where are we going to organize receptions for delegates ? » He was more shocked when I told him it is just for these problems we should do it. We must show to the international community of librarians – IFLA actually represents at a professional level what the United-Nations represents at a political level – that if there are prestigious libraries somewhere, reading facilities hardly exist somewhere else. IFLA could sensitise better our public authorities – our decision – makers, as it is said – than our national association would do. But let us stop dreaming that would be enough for IFLA to wok at the reinforcement of the capacities of the associations by modest and efficient actions.

In any case, since the beginning of our mandate, we are putting emphasis on the visibility of our profession and our association. We are trying to master the seven ways Elizabeth C. Reade Fong suggests, in order to change things. If is our duty to reinforce the skills of our members working in public relations by training sessions, ponder over a code of deontology and an professional ethics, to enter national organisations and institutions in order to emphasize the positive image of the professionals, to evaluate economically the services we are offering, to maximize the quality of our documentary services and products, to use the terminology of information science so that to show we are not merely technicians in the organization of information, and finally, to integrate the philosophy of our decision-makers. Do not ask, me how we are going to realize all this.
I am afraid I cannot tell you.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 061-094-E
Division Number: VI
Professional Group: Management of Library Associations
Joint Meeting with: -
Meeting Number: 94
Simultaneous Interpretation: -

Challenges and strategies of library associations: an overview and examples of Uganda

Charles Batambuze
General Secretary, Uganda Library Association
E-mail: library@imul.com

Abstract:

The paper aims at stimulating debate on best practices for the management of library associations by highlighting challenges and strategies of how these could be turned into opportunities. It draws from the experience of Uganda Library Association having gone through the learning curve of attempting to build a vibrant association and the prestige of the profession in Uganda. It sheds some light on what library association could undertake to make the profession they represent more visible.

Historical Brief:

The growth of professional consciousness started being firmly rooted in 1957, following the establishment of the East African Library Association (EALA). The East African Library Association (EALA) had branches in Uganda, Kenya, Tanganyika and Zanzibar. It was a front for addressing professional challenges at the time, such as training, public relations, advocacy and information sharing. In 1972, a decision to dissolve EALA and form national associations for Uganda, Kenya and Tanzania was taken. Ugandan LIS professionals drafted and adopted a constitution granting them professional autonomy and independence.

The EALA, had established some best practices in managing the affairs of LIS profession in the region. EALA already had a biennial conference to enable professionals share ideas, which evolved into the Standing Conference for Eastern, Central and Southern African Librarians (SCECSAL), with a current membership of 12 countries; to further promote the exchange of ideas, EALA in 1962, started publishing a biannual newsletter known as the East African Library Bulletin. Through this medium, articles and research reports on Librarianship and a calendar of events were published. These practices were to be passed onto the splinter associations in Uganda, Kenya, Tanganyika and Zanzibar.

Challenges & Strategies: Historical and Current Overview

In the years that followed, Uganda went through several political, social, economic and technological changes which impacted LIS institutions as well as the Uganda Library Association as a sociological entity of Uganda. The association, for many years, had only a weak influence over its membership and the country at large. The history of Uganda is littered with examples of challenges that posed a real threat to the development of LIS institutions and professionalism. In the 1970s, Uganda was under the rulership of a military dictatorship which among other things issued a decree banning all forms of public gatherings and protests. In terms of public access to books and other information materials representing the dissenting positions, librarians were pushed beyond their ethical limits. They continually worked under the threat of arrest for performing the ethical duty of presenting all materials without discrimination. The 1980s and early 1990s were marked by severe economic hardships and recovery efforts. Economic recovery programmes rendered only a very limited interest and commitment to the development of library and information services in Uganda. As a result LIS institutions were starved of resources crucial for their expansion and qualitative improvement which eroded their effectiveness and extent of influence over the communities that they were designed to serve.

To reverse the above scenario, it was discovered that there was a need to build a strong professional association that would champion the cause of libraries and information services in Uganda. In 1999, ULA Executive Committee decided to carry out an analysis of the association to identify both internal and external challenges and to build a programme around these challenges so as to revolve the wheel of change forward. The challenges so identified, form the eight cornerstones of ULA strategic plan and following is an outline:

1. To establish and maintain a secretariat of ULA

2. To initiate and promote a culture of income generation for library and information institutions.

3. To lay strategies for nation-wide membership drives and campaigns

4. To promote and offer opportunities for professional development of library and information science practitioners

5. To promote access of information to members of ULA and the general public

6. To promote and influence positive legislation and policy formulation in the field of library and information science

7. To design and implement community outreach activities

8. To co-operate and network with both local and international bodies with an interest in any of the activities of ULA.

The association had a very simple organisational model which over committed members of the Executive Committee. Activities of the association were being performed by part time volunteers mainly members of the executive, who alongside pressure from their employment were ineffective in fulfilling the aspirations of the association and membership expectations. We discovered the need to establish a fully fledged secretariat to assist in the daily operations and to also improve on the structure so as to reach out to professionals working in the countryside. In 2000, ULA managed to secure office space, but efforts to recruit a full time staff have been restrained by budget considerations.

The membership base of the association prior to 1989 was mainly made up of para-professionals who were in the majority. By 1999, membership calibre had improved greatly following the introduction of LIS training at degree level with ULA instigation. The most compelling needs were status, pay equity and recognition of LIS professionals by the public service; membership apathy, attracting and sustaining membership of young professionals in the association; reaching out to the older professionals to sustain their interest and support for the activities and programmes of the association and; building the capacity of members to take keen interest in issues of professional interest.

Another limiting factor to the effectiveness of the association was the very narrow resource base constituted mainly of membership subscriptions which were also irregular. We discovered that LIS institutions in Uganda were being run on very small budgets and were more prone to budget cuts. ULA programme strategies to counter this deficiency include: constantly improving on the quality of activities to attract membership; introduced a participation fee that would help us offset some of the organisational expenses; devised income generating activities; wrote proposals and marketed them to prospective donors.

As seen above, organisation, membership and finances were the three most important elements for which we had to devise strategies to build and maintain. Our programme has a mix of strategies and activities all devised to make the association more sensitive to the needs of the members and to extend ULA influence nationally and internationally. ULA tactical operations render the association to transform itself into a pressure group or a consulting group depending on the issues on hold.

ULA constantly revises and improves the quality of the programmes and activities so as to keep sustained members' interest in the association. This is done through allowing members to evaluate all the activities to which they may have been party either as implementers or as participants. This is in addition to ULA leadership being accountable to the membership through regular communications mainly through ULA Newsletter, ULA reports, ULA Web page, ULA Mailing list and involving members in most of the crucial debates.

Another milestone has been made in the area of building and extending partnerships with individuals and organisations that have an interest in any of the activities of the association. Through these partnerships, ULA has been able to have a web page hosted for them by the University of Oklahoma http://www.ou.edu/cas/slis/ULA/ula_index.htm; have INASP support publication of newsletter; have the National Book Trust of Uganda (NABOTU) support the children's reading campaign programme; the British Council and American Center support several programmes and activities.

In the arena of public policy, ULA Legal and Policy Issues Committee has been on the look out for public policy issues with a bearing on the provision of library and information services. The effort has paid off because ULA has been involved in the formulation of several information related policies and plans. ULA has also been consulted on bills and laws such as archives and records act, national library bill, copyright bill etc. This renewed interest by government in collaborating with ULA has strongly boosted the morale of the members and their determination to shape their destiny.

Conclusion:

In 1999 when ULA carried out a review of the association in order to draw a strategic programme it was felt that the strategies drawn were equal to the tasks. Recently in 2002, during the review of the strategic programme, it was observed that the dynamic nature of the challenges required that we keep on the look out for solutions. That some of the strategies in our programme would remain relevant for as long as the challenge we were trying to solve lasted and hence the need to allow for a degree of flexibility to enable adoption of new techniques.

Finally, it is only library and information professionals who can stand up to speak for their rights and for the institutions under their custody. Would the library and information professionals please stand up to this task?

Reading List:

1. Bowden, Russell. Guidelines for the Management of Professional Associations in the Fields of Archives, Library and Information Work. Paris: Unesco, 1989. Date last accessed: 18 May 2002. http://www.unesco.org/webworld/ramp/html/r8911e/r8911e00.htm

2. Magara, Elisam *LIS Professional Organisation in Uganda: the future perspective* 1st Annual Library and Information Science Conference for Uganda. Kampala: ULA, 2000 . Date last accessed: 16 May 2002. http://www.ou.edu/cas/slis/ULA/ula_index.htm

3. Uganda Library Association Strategic Plan March 2000-February 2002 (extended and Amended to cover 2002-2004). Kampala: ULA, 2000.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 105-095-E
Division Number: VI
Professional Group: Information Technology
Joint Meeting with: -
Meeting Number: 95.
Simultaneous Interpretation: -

Mobile access to libraries: librarians and users experience for "i-mode" applications in libraries

Masamitsu NEGISHI
National Institute of Informatics (NII)
Tokyo, Japan

Abstract:

Recent penetration of the internet to every aspect of the society is remarkable. Along with various types of access methods being developed, information contents and services provided through them have also become to have a broad variety. The mobile phone systems capable of accessing the internet have got a high popularity in Japan in these three years, and the services dedicated to mobile internet accesses show a rapid increase. Now library services appear to be within the scope of the mobile internet. The paper summarizes the development of mobile internet represented by "i-mode" in Japan, making it the number one country in the world in this scene, and introduces the typical library applications. Statistics are shown to indicate the trend of usage for "i-mode OPACs" or mobile access services to library catalogs. The expectation for the future expansion of library applications it the area is considered to formulate the innovative library services in the new century.

---

1. Telecommunication and mobile internet access

According to the latest Communication White Paper released in July 2002 by the Japanese government, internet penetration among Japanese people is showing a remarkable advance in these years.[1] Japan is now the second biggest country after USA in terms of the internet population. However, in terms of per capita popularization, Japan is still at the 16th with some 44% of people accessible to the internet. However the white paper appears to be proud to state that Japan is the most advanced country in the world in "mobile internet," the internet access through cellar phones.

The mobile internet, started in February 1999, now gets more than 50 million users in these 3 years, and has 51,930,000 contracts as of April 2002. The rate of internet capability in mobile phones has reached 72.3%, which is the top of the world with Korea of 59.1% as the 2nd, followed by Finland of 16.5%. The USA is ranked at the 6th with that of 7.9%. In this telecommunication environment, various types of services and businesses are being developed in Japan including ticketing, banking, image downloading, positional information service, etc. The white paper itself is publicized through mobile internet in a specially formatted version as well as the normal version for PCs. As is described later, libraries are now going to enter the world of mobile internet by developing systems fitted to it.

2. Overview of the "i-mode"

The i-mode, the first mobile internet service, is a method to access the internet from mobile phones developed and operated by NTT DoCoMo since February 1999.[2] NTT DoCoMo is a subsidiary of NTT (Nippon Telegraph and Telephone Corporation) specialized in mobile phone communications. The "i" of i-mode stands for internet, information, interaction and I, myself. On a i-mode phone you can access to the internet by just pushing the i-mode button on it (or the icon on the display) and you will see the i-mode menu prepared by NTT DoCoMo. The menu includes e-mail and various information providing sites, and you will be able to e-mail or exchange information by selecting those menu items. The information accessible through the i-mode menu is provided by the companies and banks (information providers) in association with NTT and those sites are called the "Official Sites." The official sites can operate fee based services where the fees are collected by NTT DoCoMo together with usual phone charges.

Ordinary web sites are also accessible by specifying URLs. But due to the small screen of mobile phones, customized web pages are needed for their practical use. NTT DoCoMo announces that the number of the official sites is 3,018 while the number of general sites dedicated to i-mode is 53,736 as of April 2002. 48% of accesses are for the official sites and the rest goes to general sites. The typical profile of a user shows that he or she receives 5.1 mail messages, sends 3.9 of them and looks 8.9 web pages a day.

When the i-mode first appeared in 1999, information specialists were quite skeptical of its future because the screen on the phone was so small as to display only 48 Japanese characters (96 alphabets) and the ten-key system is considered so poor for input Japanese characters. However, contrary to the predictions, the i-mode has very rapidly become popular mainly among young people. Some reasons are assumed to its success. NTT DoCoMo set a comparably low price level to communication charges and also for information charges for information providers of the official sites, which was fairly affordable by young people. Here the i-mode has realized a micro-payment system and has proved its practicality in information services.

Concerning the ten-key pad operation on mobile phones, young people had already got the skill in their high school age, when they were using low cost pagers for communication among friends. At that period mobile phones are so expensive that they could not afford them, and business use was the main stream. The pagers can display characters sent by callers who input them using a ten-key pad on public phones. Young people have acquired the fast inputting skill on ten-key pads while they were exchanging messages through pagers. The i-mode phones are usually operated only by a thumb. Now the youth adapted to i-mode operation are called *Thumbelina* or *Le Petit Poucet* (Little Thumb) by older people after fairy tales by H. C. Andersen and Charles Perrault, because they show very fast keying with a thumb on the phone.

3. Bowser phone and mobile internet access

3.1 Browser phone functions and services

The mobile phones capable of internet access are now generally called browser phones, because there appeared the other two systems operated by new common carriers than i-mode, that is, EZweb by "au" (KDDI) and J-sky by J-PHONE (now owned by vodafone).[3,4] The browser phones are equipped with a larger display screen, a ten-key pad and a versatile curser key. As is mentioned earlier, in the first i-mode phone, the screen was small as to display 8 (16 for alphabets) x 6 characters and was monochrome. The newest model of 2002 has become to have a 10 (20) characters x 10 lines 64k color display so as to be more comparable to PDAs. Table 1 depicts a comparison among browser phones, PDAs and mobile PCs.

Table 1. Comparison of Browser Phones with PDAs and Mobile PCs

Terminal type	Screen (dots/chars)	Input device	Telecom interface	Weight
Browser phone	120 x 160 (10 x 10)	ten-key pad	built-in telephone	100g
PDA	240 x 320 (16 x 20)	touch screen / hand writing recognition	PC-card interface for modem / Ethernet	200g
Mobile PC	1024 x 768	full keyboard	modem / Ethernet	1kg

We can see here that browser phones have the advantage in built-in telecommunication function where the users do not have to worry about preparation for internet accesses. They will be provided with the internet and a e-mail address by just buying a mobile phone. Contents / access fees are automatically charged to the telephone account. Recently in the market there appeared some PDAs and small PCs with built-in PHS accesses functions. However they are not capable of usual telephone function, and you would have to carry both a mobile phone and a PC. Thus browser phones have become quite popular and now simple mobile phones with only telephone function are disappearing in the market. Mobile phones are now synonymous to browser phones capable of internet access.

In this trend, many companies are establishing information services specialized to browser phone accesses. The interesting one among them is the download services of melodic ringing tones which notify telephone calls. Users can download their favorite song for their ringing tone, and change it periodically. The browser phones are competing with their capability of playing polyphony to make the rings more musical. Same type of services includes the services of wall papers for the display on the phone which entertain users with animation characters of weekly changes. In a service, short cartoons like ones on newspapers are dispatched to browser phones on a daily basis, and people are enjoying them on commuter trains.

The photo transmission function is another function which makes browser phones very popular. It is realized by the browser phone equipped with a small digital camera. With these phones, you can take a photo and send it immediately with your voice or mail message to your friends. Now the function is being enhanced so as to send semi-motion pictures, realizing something like a TV telephone system on mobile phone. Besides those entertainment oriented services, some business types of services were also developed like latest new dispatching.

A topical new service is that of purchasing canned drinks on vending machines by browser phones. You can buy drinks by showing your phone to a specialized vending machine, where charges are added to your telephone account. The machine is equipped with an optical reader, and it detects a bar-code displayed on your phone screen, identifying your account. Thus the applications of mobile phone appear to include a wide range of services, not only for information services but also for various types of commodity sales. The e-commerce via mobile internet and new business models would be the topical theme for a range of companies.

3.2 Markup languages and compatibility

Although the i-mode of NTT DoCoMo started the first internet access service through mobile phone and still is dominating the market, the other telephone companies followed DoCoMo with the other standards than i-mode's, and now there are three standards: i-mode, EZweb of "au" and J-SKY of J-PHONE. Their characteristics are compared in Table 2.

Table 2. Markup Languages Adopted by the Three Mobile Internet Systems

Service	Markup Language	Characteristics	Number of Users as of May 2002 [5]
i-mode	C-HTML (Compact HTML)	A simplified version of HTML designed by NTT	32,988,000
EZweb	HDML (Handheld Device ML) (now switching to XHTML-basic)	WAP (Wireless Application Protocol) based. Incompatible with HTML	10,251,100
J-SKY	MML (Mobile ML)	Similar to C-HTML	10,475,500

As the standards are incompatible with each other, the server sites have to establish the three kinds of homepages fitted to each of them. This forces some troubles to those who wish to open a mobile service site, but the labor to cope with them do not seem to be so big. Now most of the sites are compatible with any of the three mobile phone systems. As W3C has formulated a simplified version of XHTML suitable for mobile phones (XHTML-basic), the above three services might adopt XHTML-basic as their standards in the future.

4. Library applications for mobile internet

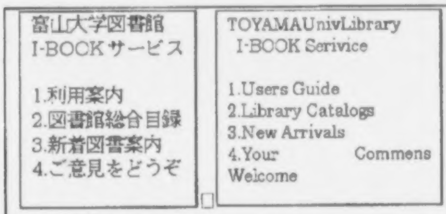
4.1 "i-mode OPAC" or mobile access to library catalog databases

The first application of i-mode to OPAC (Open Public Access Catalog) services is developed at TOYAMA University Library in September 2000.[6] One of the conditions for the development is the high popularity of mobile phones among students. A survey by the university for its students in 1999 showed that more than 90% of them owned mobile phones, most of which are browser phones. Thus the mobile phone was considered an effective communication tool between the university and the students.

By that time, some universities had begun news services of administrative affairs like cancellation of classes, where students could know the news in their home before coming to the campus. Those news services could be realized fairly easier that library applications, because they only include a small amount of short messages, which could easily be accessed by a simple menu system with straightforward curser movements. In library applications, database retrieval like OPACs should naturally be included, and this requires special developments to cope with the small screen and input process with the ten-key pad on browser phones. Thus many of the libraries who service mobile accesses still providing only news and guides for libraries excluding catalog related information services.

4.2 Toyama University Library I-BOOK SERIVICE

The followings are the menu and sample screens of Toyama University Library's I-Book Service.



富山大学図書館
I-BOOKサービス

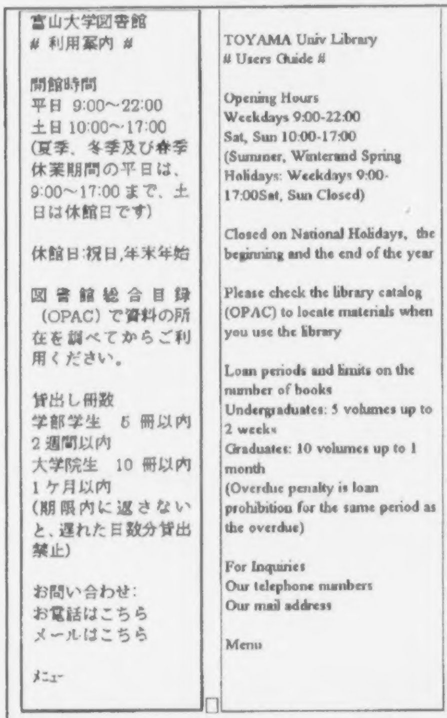
1.利用案内
2.図書館総合目録
3.新着図書案内
4.ご意見をどうぞ

TOYAMAUnivLibrary
I-BOOK Serivice

1.Users Guide
2.Library Catalogs
3.New Arrivals
4.Your Commens Welcome

(1) Main Menu

Select a service by pushing a numeric button. (Tentative English translation is given by the author on the right for explanation)



富山大学図書館
利用案内

開館時間
平日 9:00～22:00
土日 10:00～17:00
(夏季、冬季及び春季休業期間の平日は、9:00～17:00まで、土日は休館日です)

休館日:祝日,年末年始

図書館総合目録（OPAC）で資料の所在を調べてからご利用ください。

貸出し冊数
学部学生 5 冊以内
2 週間以内
大学院生 10 冊以内
1 ケ月以内
(期限内に返さないと、遅れた日数分貸出禁止)

お問い合わせ:
お電話はこちら
メールはこちら

ﾒﾆｭｰ

TOYAMA Univ Library
Users Guide

Opening Hours
Weekdays 9:00-22:00
Sat, Sun 10:00-17:00
(Summer, Winterand Spring Holidays: Weekdays 9:00-17:00Sat, Sun Closed)

Closed on National Holidays, the beginning and the end of the year

Please check the library catalog (OPAC) to locate materials when you use the library

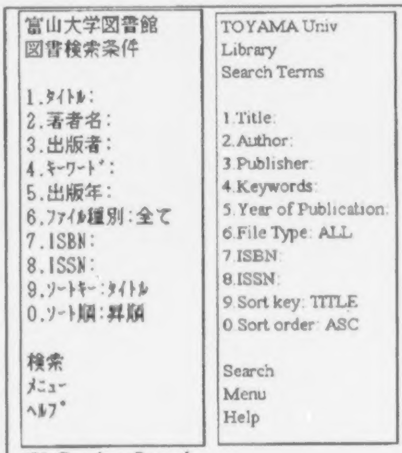
Loan periods and limits on the number of books
Undergraduates: 5 volumes up to 2 weeks
Graduates: 10 volumes up to 1 month
(Overdue penalty is loan prohibition for the same period as the overdue)

For Inquiries
Our telephone numbers
Our mail address

Menu

(2) Users Guide

The guide gives opening hours, lending policy, etc. The long text can be seen by scrolling down the display window on the browser phone.



富山大学図書館
図書検索条件

1.ﾀｲﾄﾙ:
2.著者名:
3.出版者:
4.ｷｰﾜｰﾄﾞ:
5.出版年:
6.ﾌｧｲﾙ種別:全て
7.ISBN:
8.ISSN:
9.ｿｰﾄｷｰ:ﾀｲﾄﾙ
0.ｿｰﾄ順:昇順

検索
ﾒﾆｭｰ
ﾍﾙﾌﾟ

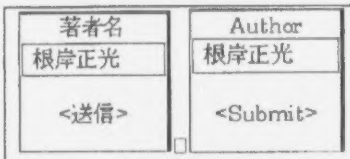
TOYAMA Univ
Library
Search Terms

1.Title:
2.Author:
3.Publisher:
4.Keywords:
5.Year of Publication:
6.File Type: ALL
7.ISBN:
8.ISSN:
9.Sort key: TITLE
0.Sort order: ASC

Search
Menu
Help

(3) Catalog Search

Selecting Item 2 (Library Catalogs) on the menu gives this screen, where you can select a search field like title, author, etc.



著者名
根岸正光
<送信>

Author
根岸正光
<Submit>

(4) Input a Search Term (Author)

Selecting Item 2 in the (3) screen gives the above input screen. In this case the author name (M Negishi) was input. Inputting Japanese characters with a ten-key pad requires some skill as a Thumbelina or Little Thumb.

Clicking <Submit> activates search process.

BEST COPY AVAILABLE

富山大学図書館

該当図書一覧
該当は5件ありました。

1.SGMLの活用 / 根岸正光，石塚英弘共編. -- オーム社，1994.12. --（総合マルチメディア選書）.

2.研究評価 ： 研究者・研究機関・大学におけるガイドライン / 根岸正光，山崎茂明編著. -- 丸善，2001.5.

3.大学図書館のシステム化 ： 大学図書館における情報処理トータルシステムの開発 / 根岸正光 [ほか] 共編. -- 紀伊国屋書店，1981.10.

4.大学図書館のシステム化 ： 大学図書館における情報処理トータルシステムの開発 / 根岸正光 [ほか]共編. -- 紀伊国屋書店，1981.10.

5.図書館システムの将来像 ： 密結合型図書館ネットワークと電子図書館 / 根岸正光，猪瀬博編. -- 紀伊國屋書店，1991.12.

戻る

TOYAMA Univ Library

List of Books Searched
You have got 5 hits.

1.Applicaions of SGML / M. Negishi, H. Ishizuka, eds, -- Ohm-Sha, 1994.12. -- (Comprehensive Multimedia Series).

2.Research Evaluarion: Guidelines for Researchers, Research Institutes and Universities / M. Negishi, S. Yamazaki. -- Maruzen, 2001.5.

3.大学図書館のシステム化 ： 大学図書館における情報処理トータルシステムの開発 / 根岸正光 [ほか] 共編. -- 紀伊国屋書店，1981.10.

4.大学図書館のシステム化 ： 大学図書館における情報処理トータルシステムの開発 / 根岸正光 [ほか]共編. -- 紀伊国屋書店，1981.10.

5.図書館システムの将来像 ： 密結合型図書館ネットワークと電子図書館 / 根岸正光，猪瀬博編. -- 紀伊國屋書店，1991.12.

戻る

(5) Search Results
Bibliographic information on searched items is listed.

富山大学図書館
所蔵一覧

1.
所蔵館:本館
配置場所:本館1階
請求記号:
002||N31||Ke

2.
所蔵館:本館
配置場所:本館南4階
請求記号:
002||N31||Ke
研究室貸出中

戻る

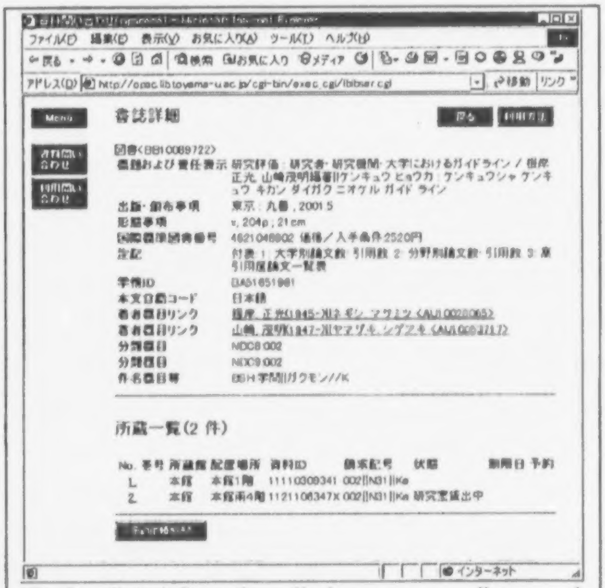
TOYAMA Univ Library
List of Holdings

1.
Holding at: Main Lib
Location: Main 1st fl
Call No:
002||N31||Ke

2.
Holding at: Main Lib
Location: Main South 4th fl
Call No:
002||N31||Ke
On loan for researcher's office

Return

(6) List of Holdings
Selecting an item in the (5) screen gives the locations with their call numbers. The above sample shows the holdings for the item 2 in (5).



http://opac.lib.toyama-u.ac.jp/cgi-bin/exec_cgi/ibibser.cgi

書誌詳細

図書<BB10089722>

書誌および責任表示	研究評価 : 研究者・研究機関・大学におけるガイドライン / 根岸正光, 山崎茂明編著‖ケンキュウ ヒョウカ : ケンキュウシャ ケンキュウ キカン ダイガク ニオケル ガイド ライン
出版・頒布事項	東京 : 丸善 , 2001.5
形態事項	v, 204p ; 21cm
国際標準図書番号	4621048802 価格／入手条件 2520円
注記	付表 1: 大学別論文数・引用数 2: 分野別論文数・引用数 3: 高引用度論文一覧表
学情ID	BA51651981
本文言語コード	日本語
著者標目リンク	根岸, 正光(1945-)‖ネギシ, マサミツ <AU10020065>
著者標目リンク	山崎, 茂明(1947-)‖ヤマザキ, シゲアキ <AU10083717>
分類標目	NDC8:002
分類標目	NDC9:002
件名標目等	BSH:学問‖ガクモン//K

所蔵一覧(2 件)

No.	巻号	所蔵館	配置場所	資料ID	請求記号	状態	返却日	予約
1.		本館	本館1階	11110309341	002‖N31‖Ke			
2.		本館	本館南4階	1121106347X	002‖N31‖Ke	研究室貸出中		

(7) Detailed information display on an ordinary web browser for the item 2 in (5). Techniques are required to make data fitted to the small screen on browser phones. (cf. (5), (6))

BEST COPY AVAILABLE

4.3 Utilization of i-mode OPACs

Statistics of mobile accesses to Toyama University Library are shown in Table 3. Regrettably, they do not seem to show a distinct growth. The other statistics are for Tokyo University Library shown in Table 4 and Figure 1.[7] Here, we see a steady growth of mobile access after its inauguration in May 2001, though the counts are quite small compared to those of ordinary internet access of hundreds of thousand. Moreover we observe that the percentage of mobile accesses to usual accesses is increasing. This makes us to expect further growth of mobile accesses to library information. Because the spread of mobile phones among students is already adequate, the future developments are depending mainly on the improvement of functionality of browser phones including the size of screen and transmission speed.

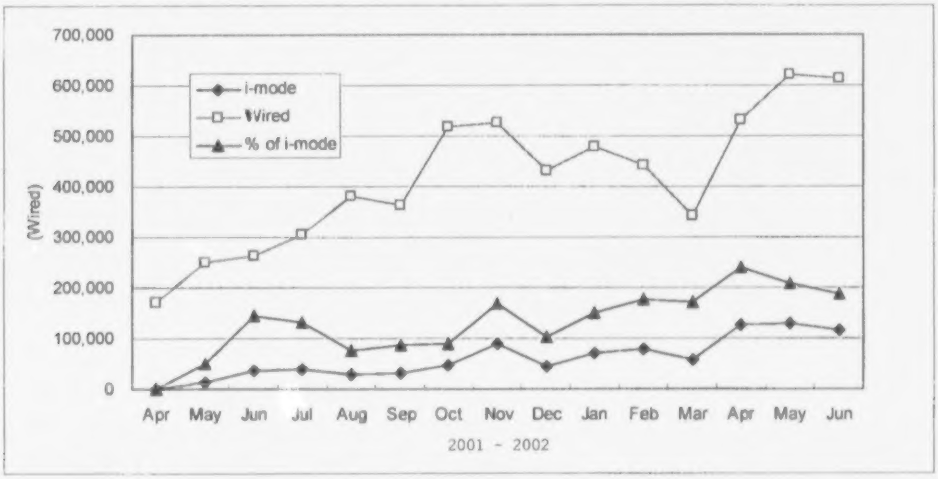
Table 3. Statistics of mobile access to Toyama University Library (Apr 2001 - Mar 2002)

	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
OPAC	205	143	134	202	55	76	82	79	87	119	84	13	1279
New Arrivals	144	89	51	44	32	45	51	61	24	48	29	14	632
Total	349	232	185	246	87	121	133	140	111	167	113	27	1991

Table 4. Statistics of mobile and wired access to Tokyo University Library Catalog (May 2001 - Jun 2002) (%= i-mode / Wired)

	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
i-mode	-	124	381	405	292	318	462	894	437	715	783	586	1274	1296	1148
Wired	170368	250201	262151	306251	381999	364135	518832	527155	430552	480037	441878	341940	530567	620656	612040
%	-	0.05	0.15	0.13	0.08	0.09	0.09	0.17	0.10	0.15	0.18	0.17	0.24	0.21	0.19

Figure 1. Trends of mobile and wired access to Tokyo University Library Catalog (cf. Table 4)



4.4 Future developments of mobile access in library applications

Mobile access to library services currently includes general guides, news and OPACs. For the moment, the mobile services are expected to include reservations and overdue notices. Many libraries have already become to accept reservations of material by clients via e-mail. However, the overdue notices of lending are still put on notice boards and/or sent via conventional mail. Now almost all universities give e-mail addresses to their students upon their entrance, and it makes the notices via e-mail quite practical. When the students set forwarding of e-mails at university servers to their mobile phones, they would receive the notice on mobile scenes. Thus mobile applications to library services are to be developed to include various types of services. Same framework could be applied to public libraries because people increasingly get e-mail addresses and also mobile phones.

4.5 Mobile ASP services, a type of solutions for libraries

In view of this situation, several software companies have begun the services of mobile access systems for libraries as ASPs (Application Service Providers). They provide specialized gateways which connects libraries' databases and users' browser phones. In this type of services, no additional work is required at the library sides, as all of the data conversions from catalog databases to mobile compliant data are done at the gateways. Thus libraries are being encouraged to have mobile internet services together with the continuing increase in mobile internet users.

5. Libraries in a mobile internet society

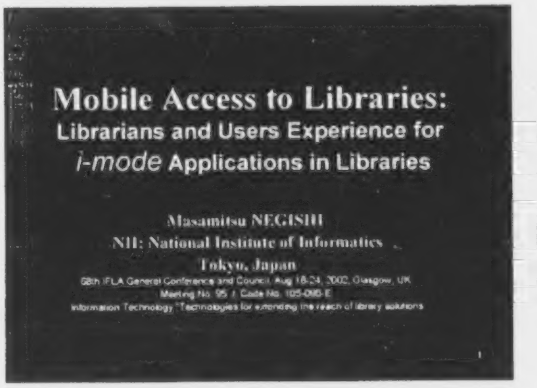
The Japanese government established the "e-Japan Program" in 2001, in which the society with the ubiquitous information network was put in the agenda.[8] The program aims to make Japan the most IT advanced country in the world within 5 years. Although realization of ubiquitous network includes types of networking systems like FTTH (Fiber To The Home) and wireless LAN, internet access through high speed mobile phones is considered to one of the most important systems, because Japan is leading the area from view points of technology and business.

Library services are facing a dramatic change in the digital age, which is typically represented by the rapid progress of electronic journals. In the network environment we could expect popularization of high speed wireless connections as well as wired network. As mobile access to library services just started, we should formulate an ambitious service plan to attract users in the digital age by utilizing evolving mobile internet systems. Libraries should redraw their future image in view of upcoming developments in the contents side and the network side.

Acknowledgments:

The author's sincere thanks go to Mr. Ikuo SASAKAWA (Associate Director, Tokyo Institute of Technology Library; Former Associate Director, Toyama University Library), Ms. Rio MODEKI (NII), Mr. Kiyoshi FUNATOGAWA (NII) and Ms. Michiyo YANASE (Mita Media Center, Keio University) who provided essential information for this paper.

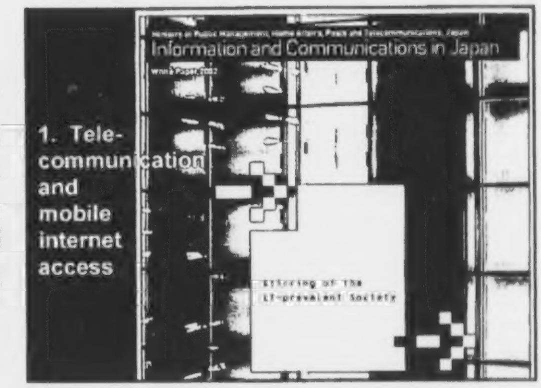
[1] "2002 WHITE PAPER: Information and Communications in Japan,"
The Ministry of Public Management, Home Affairs, Posts and Telecommunications [in Japanese]
http://www.johotsusintokei.soumu.go.jp/whitepaper/ja/cover/index.htm
[2] NTT DoCoMo http://www.nttdocomo.com http://www.nttdocomo.co.jp/english/
[3] au (KDDI): http://www.au.kddi.com/ezweb/index_i.html
[4] J-PHONE: http://www.j-phone.com/h-e/index.html
[5] TCA: the Telecommunications Carriers Association:
http://www.tca.or.jp/□ http://www.tca.or.jp/index-e.html
[6] Toyama University Library: http://www.toyama-u.ac.jp/tya/library/
i-mode: http://www.lib.toyama-u.ac.jp/i/
J-SKY: http://www.lib.toyama-u.ac.jp/j/
EZweb: http://www.lib.toyama-u.ac.jp/ez/
[7] Tokyo University Library: http://www.lib.u-tokyo.ac.jp/
i-mode: http://mg.dl.itc.u-tokyo.ac.jp/opac/i/
http://www.lib.u-tokyo.ac.jp/dl/toukei/index.html
[8] "e-Japan Strategy," IT Strategy Headquarters, The Cabinet, January 22, 2001
http://www.kantei.go.jp/foreign/it/network/0122full_e.html



Mobile Access to Libraries:
Librarians and Users Experience for *i-mode* Applications in Libraries

Masamitsu NEGISHI
NII: National Institute of Informatics
Tokyo, Japan

68th IFLA General Conference and Council, Aug 18-24, 2002, Glasgow, UK
Meeting No. 95 / Code No. 105-098-E
Information Technology "Technologies for extending the reach of library solutions



1. Tele-communication and mobile internet access

Ministry of Public Management, Home Affairs, Posts and Telecommunications, Japan
Information and Communications in Japan
White Paper 2002
Stirring of the IT-prevalent Society

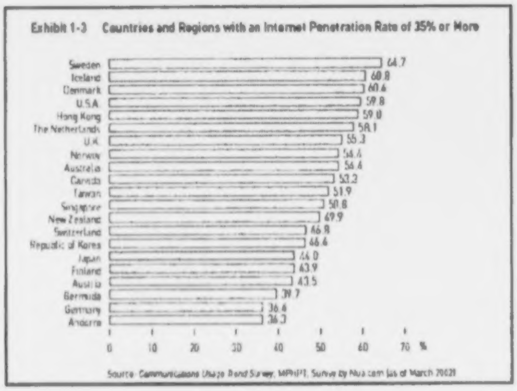


Exhibit 1-3 Countries and Regions with an Internet Penetration Rate of 35% or More

Source: Communications Usage Panel Survey, MPHPT; Survey by Nua.com (as of March 2002)

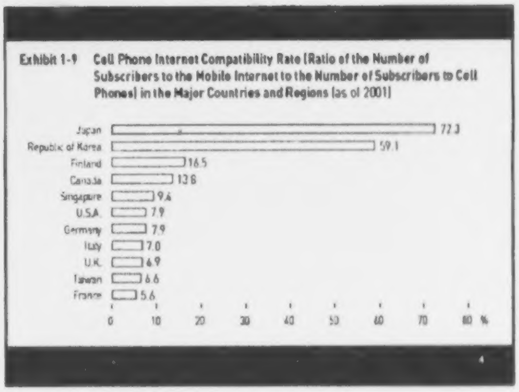
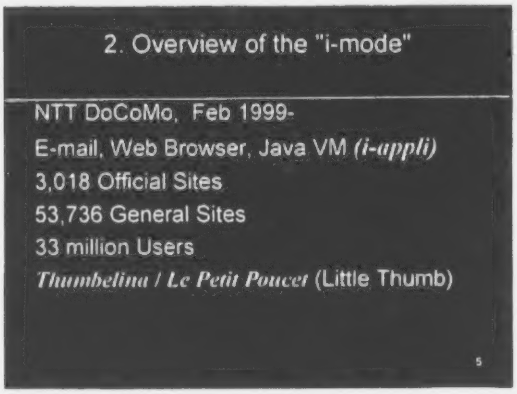
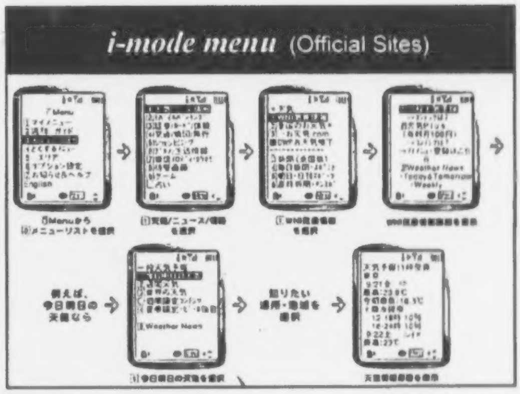


Exhibit 1-9 Cell Phone Internet Compatibility Rate (Ratio of the Number of Subscribers to the Mobile Internet to the Number of Subscribers to Cell Phones) in the Major Countries and Regions (as of 2001)



2. Overview of the "i-mode"

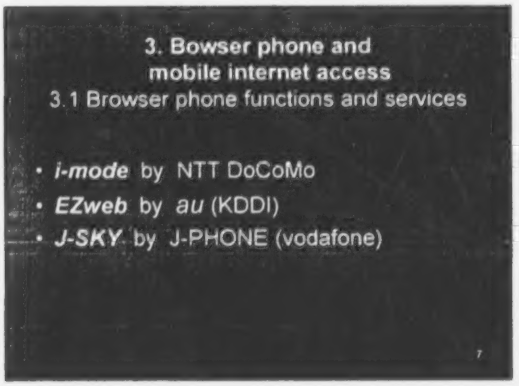
NTT DoCoMo, Feb 1999-
E-mail, Web Browser, Java VM *(i-appli)*
3,018 Official Sites
53,736 General Sites
33 million Users
Thumbelina / Le Petit Poucet (Little Thumb)



i-mode menu (Official Sites)

Menu
Weather News
例えば、今日明日の天気なら
知りたい場所・地域を選択

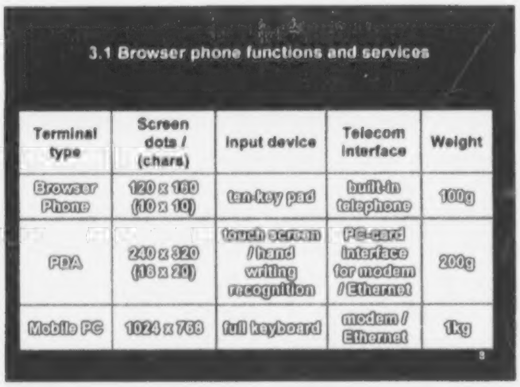
BEST COPY AVAILABLE



3. Bowser phone and mobile internet access

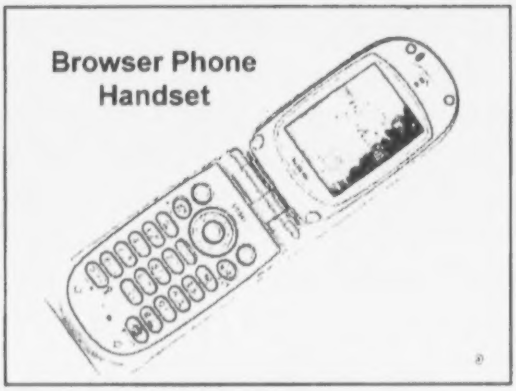
3.1 Browser phone functions and services

- ***i-mode*** by NTT DoCoMo
- ***EZweb*** by *au* (KDDI)
- ***J-SKY*** by J-PHONE (vodafone)

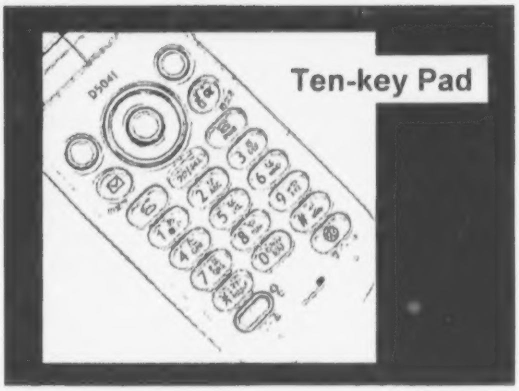


3.1 Browser phone functions and services

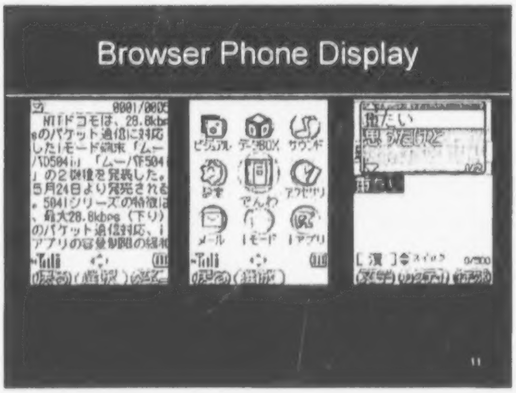
Terminal type	Screen dots / (chars)	Input device	Telecom interface	Weight
Browser Phone	120 x 160 (10 x 10)	ten-key pad	built-in telephone	100g
PDA	240 x 320 (16 x 20)	touch screen / hand writing recognition	PC-card interface for modem / Ethernet	200g
Mobile PC	1024 x 768	full keyboard	modem / Ethernet	1kg



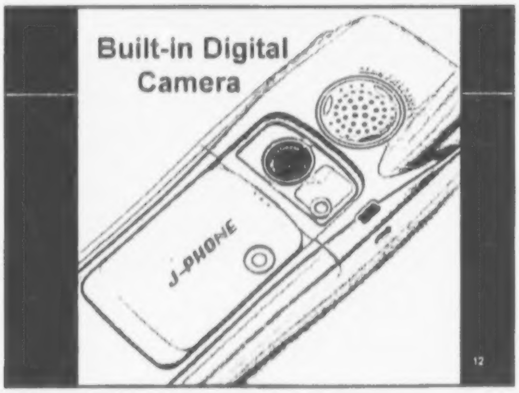
Browser Phone Handset



Ten-key Pad

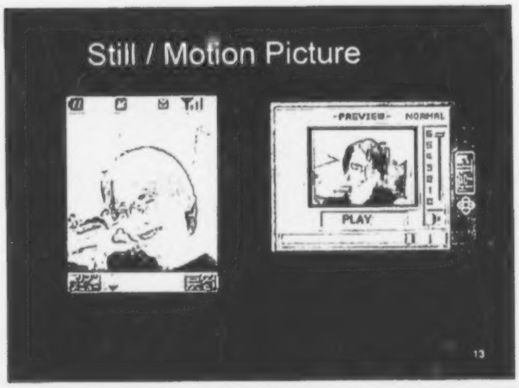


Browser Phone Display



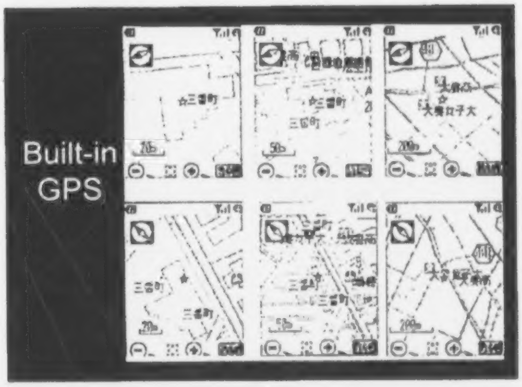
Built-in Digital Camera

BEST COPY AVAILABLE



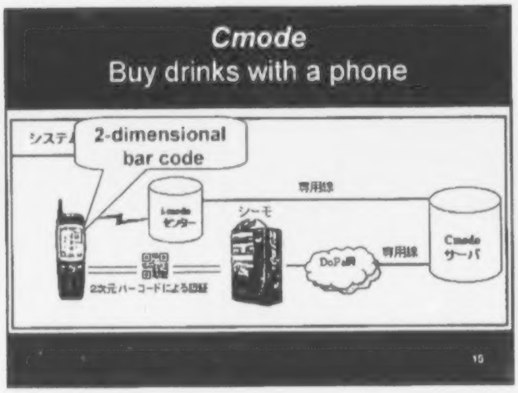
Still / Motion Picture

PREVIEW NORMAL
PLAY



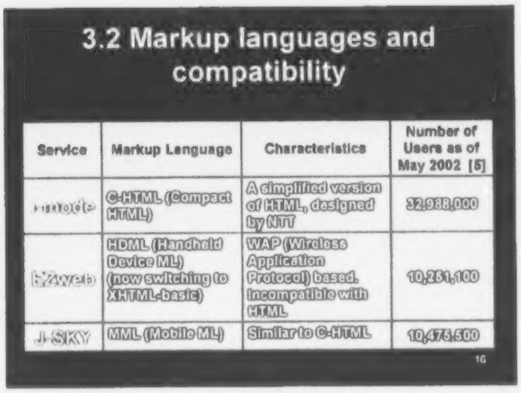
Built-in GPS

三番町
三宅町
大妻女子大



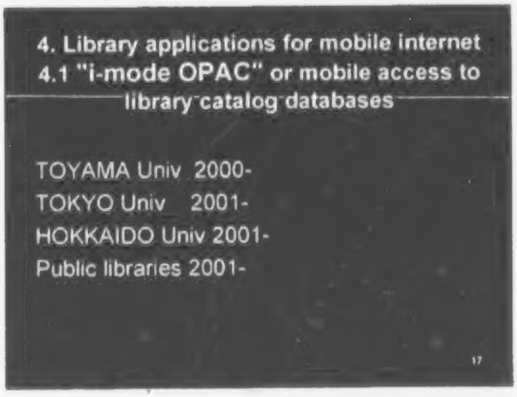
Cmode
Buy drinks with a phone

システム
2-dimensional bar code
i-mode センター
専用線
シーモ
DoPa網
専用線
Cmode サーバ
2次元バーコードによる認証



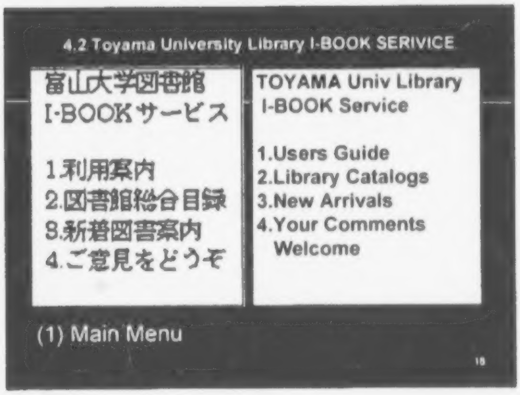
3.2 Markup languages and compatibility

Service	Markup Language	Characteristics	Number of Users as of May 2002 [5]
i-mode	C-HTML (Compact HTML)	A simplified version of HTML, designed by NTT	32,988,000
EZweb	HDML (Handheld Device ML) (now switching to XHTML-basic)	WAP (Wireless Application Protocol) based. Incompatible with HTML	10,261,100
J-SKY	MML (Mobile ML)	Similar to C-HTML	10,475,500



4. Library applications for mobile internet
4.1 "i-mode OPAC" or mobile access to library catalog databases

TOYAMA Univ 2000-
TOKYO Univ 2001-
HOKKAIDO Univ 2001-
Public libraries 2001-

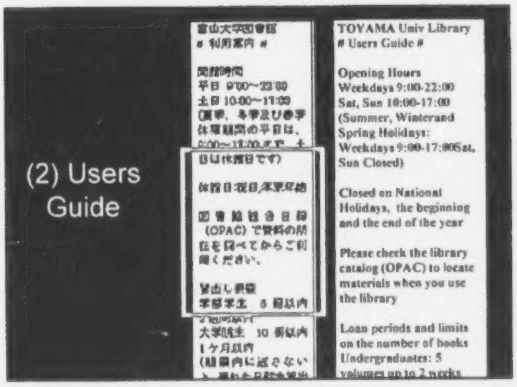


4.2 Toyama University Library I-BOOK SERIVICE

富山大学図書館 I-BOOKサービス	TOYAMA Univ Library I-BOOK Service
1.利用案内 2.図書館総合目録 3.新着図書案内 4.ご意見をどうぞ	1.Users Guide 2.Library Catalogs 3.New Arrivals 4.Your Comments Welcome

(1) Main Menu

BEST COPY AVAILABLE



(2) Users Guide

富山大学図書館
＃ 利用案内 ＃

開館時間
平日 9:00～22:00
土日 10:00～17:00
(夏季、冬季及び春季休業期間の平日は、9:00～17:00まで、土日は休館日です)

休館日:祝日/年末年始

図書館総合目録(OPAC)で資料の所在を調べてからご利用ください。

貸出し冊数
学部学生 5 冊以内
大学院生 10 冊以内
1ヶ月以内
(期限内に返さないと、遅れた日数を貸出

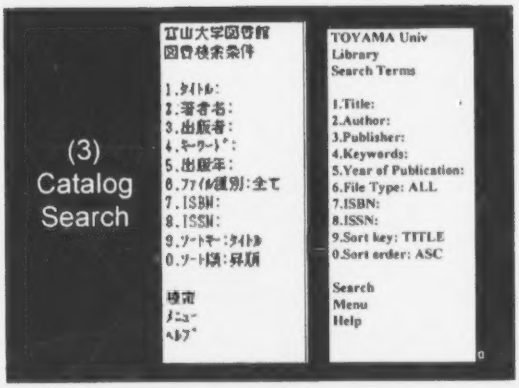
TOYAMA Univ Library
Users Guide

Opening Hours
Weekdays 9:00-22:00
Sat, Sun 10:00-17:00
(Summer, Winterand Spring Holidays:
Weekdays 9:00-17:00Sat, Sun Closed)

Closed on National Holidays, the beginning and the end of the year

Please check the library catalog (OPAC) to locate materials when you use the library

Loan periods and limits on the number of books
Undergraduates: 5 volumes up to 2 weeks



(3) Catalog Search

富山大学図書館
図書検索条件

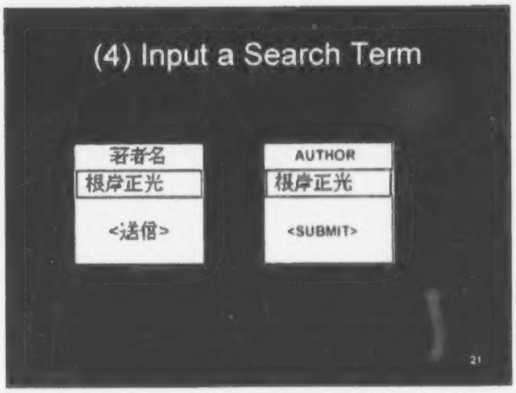
1.タイトル:
2.著者名:
3.出版者:
4.キーワード:
5.出版年:
6.ファイル種別:全て
7.ISBN:
8.ISSN:
9.ソートキー:タイトル
0.ソート順:昇順

検索
メニュー
ヘルプ

TOYAMA Univ Library
Search Terms

1.Title:
2.Author:
3.Publisher:
4.Keywords:
5.Year of Publication:
6.File Type: ALL
7.ISBN:
8.ISSN:
9.Sort key: TITLE
0.Sort order: ASC

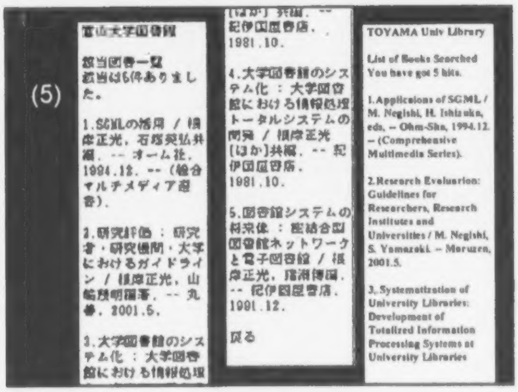
Search
Menu
Help



(4) Input a Search Term

著者名
根岸正光
<送信>

AUTHOR
根岸正光
<SUBMIT>



(5)

富山大学図書館

該当図書一覧
該当は5件ありました。

1.SGMLの活用 / 根岸正光, 石塚英弘共編. -- オーム社, 1994.12. -- (総合マルチメディア選書).

2.研究評価 : 研究者・研究機関・大学におけるガイドライン / 根岸正光, 山崎茂明編著. -- 丸善, 2001.5.

3.大学図書館のシステム化 : 大学図書館における情報処理

[ほか]共編. -- 紀伊國屋書店, 1981.10.

4.大学図書館のシステム化 : 大学図書館における情報処理トータルシステムの開発 / 根岸正光 [ほか]共編. -- 紀伊國屋書店, 1981.10.

5.図書館システムの将来像 : 総合型図書館ネットワークと電子図書館 / 根岸正光, 猪瀬博編. -- 紀伊國屋書店, 1991.12.

戻る

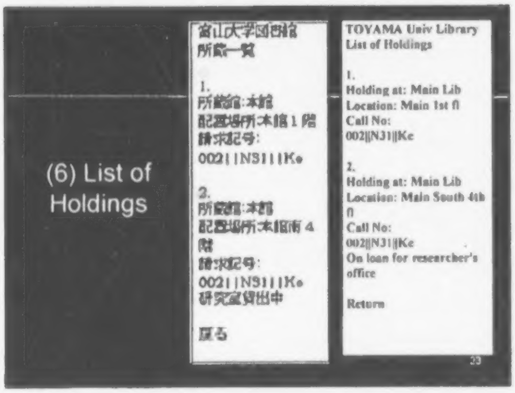
TOYAMA Univ Library

List of Books Searched
You have got 5 hits.

1.Applicaions of SGML / M. Negishi, H. Ishizuka, eds. -- Ohm-Sha, 1994.12. -- (Comprehensive Multimedia Series).

2.Research Evaluarion: Guidelines for Researchers, Research Institutes and Universities / M. Negishi, S. Yamazaki. -- Maruzen, 2001.5.

3. Systematization of University Libraries: Development of Totalized Information Processing Systems at University Libraries



(6) List of Holdings

富山大学図書館
所蔵一覧

1.
所蔵館:本館
配置場所:本館1階
請求記号:
002||N31||Ke

2.
所蔵館:本館
配置場所:本館南4階
請求記号:
002||N31||Ke
研究室貸出中

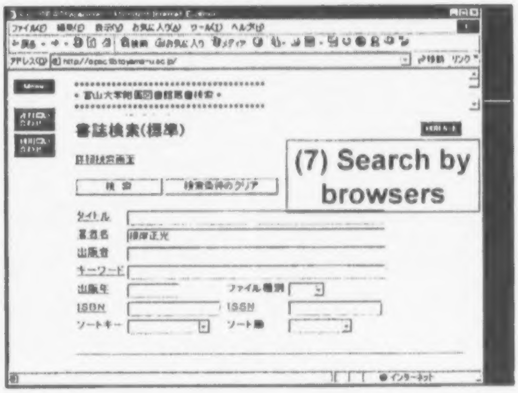
戻る

TOYAMA Univ Library
List of Holdings

1.
Holding at: Main Lib
Location: Main 1st fl
Call No:
002||N31||Ke

2.
Holding at: Main Lib
Location: Main South 4th fl
Call No:
002||N31||Ke
On loan for researcher's office

Return



ファイル(F) 編集(E) 表示(V) お気に入り(A) ツール(T) ヘルプ(H)
お気に入り
メディア
アドレス(D)
移動 リンク
インターネット

http://opac.lib.toyama-u.ac.jp/

• 富山大学附属図書館蔵書検索 •

書誌検索(標準)

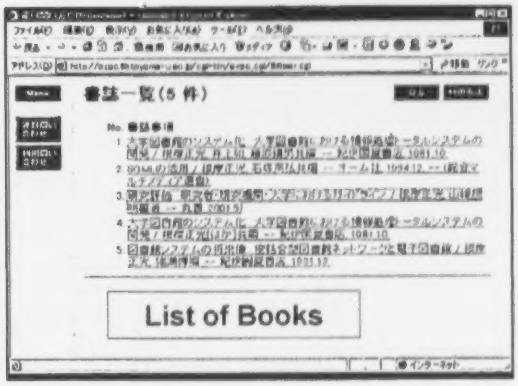
詳細検索画面

検索 | 検索条件のクリア

(7) Search by browsers

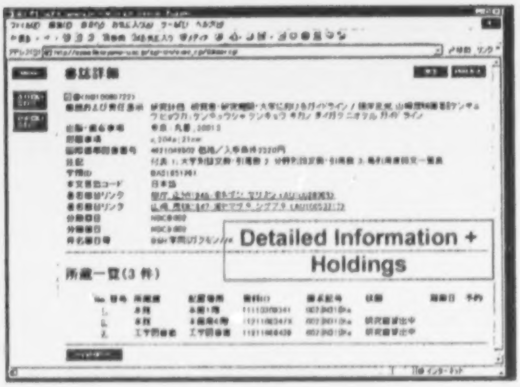
タイトル:
著者名: 根岸正光
出版者:
キーワード:
出版年:
ファイル種別:
ISBN:
ISSN:
ソートキー:
ソート順:

BEST COPY AVAILABLE



書誌一覧（5 件）

List of Books



書誌詳細

所蔵一覧（3 件）

Detailed Information + Holdings

4.3 Utilization of i-mode OPACs

TOYAMA Univ Library 2001-2002

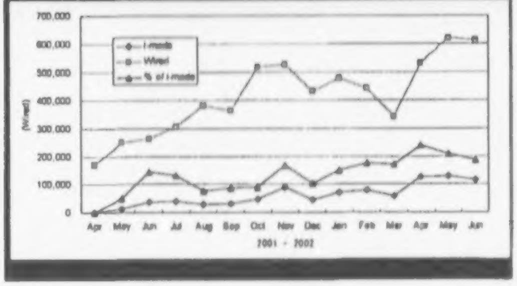
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
OPAC	205	143	134	202	55	76	82	79	87	119	84	13	1279
New Arrivals	144	89	51	44	32	45	51	61	24	48	29	14	632
Total	349	232	185	246	87	121	133	140	111	167	113	27	1911

Utilization of i-mode OPACs
TOKYO Univ Library 2001-2002

	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
i-mode	-	124	381	405	292	318	462	894	437
Wired	170368	250201	262151	306251	381999	384135	518832	527155	430552
%	-	0.05	0.15	0.13	0.08	0.09	0.09	0.17	0.10

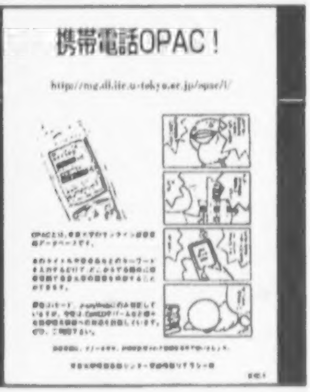
	Jan	Feb	Mar	Apr	May	Jun
i-mode	715	783	586	1274	1296	1148
Wired	480037	441878	341940	530567	620656	612040
%	0.15	0.18	0.17	0.24	0.21	0.19

Utilization of i-mode OPACs
TOKYO Univ Library 2001-2002



Advertising Leaflet

(TOKYO Univ)



携帯電話OPAC！

http://mg.dl.itc.u-tokyo.ac.jp/opac/i/

BEST COPY AVAILABLE

4.4 Future developments of mobile access in library applications

- Reservation
- Overdue Notice
- Library-Student Communication Tool

4.5
Mobile ASP services,

a type of solutions for libraries

5. Libraries in a mobile internet society

e-Japan Program 2001-
Ubiquitous Network

FTTH (100 Mbps)
Wireless LAN (11 / 54 Mbps)
3rd Generation Mobile Phone
(384 kbps, NTT *FOMA*: Oct 2001-)
(2nd gen.: 9.6-28.8 kbps)
(PHS: 64 kbps)

Thank You

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 074-095-E
Division Number: VI
Professional Group: Information Technology
Joint Meeting with: -
Meeting Number: 95.
Simultaneous Interpretation: -

Reaching the unreached: How can we use ICTs to empower the rural poor in the developing world through enhanced access to relevant information?

Subbiah Arunachalam*
M S Swaminathan Research Foundation
Chennai, India
E-mail: arun@mssrf.res.in

Abstract:
Often funding agencies and donor governments face the question should they support ICT activities in their development projects. Should the money be invested in computers and communication devices or will it be better spent on food, shelter, health, and education? The choice need not be 'either or'. If used intelligently and innovatively, ICTs can form an integral component of development projects, as is shown by the award-winning Information Village project of M S Swaminathan Research Foundation. The important point to remember is that one does not have to use technology because it is there, but one uses it if there is a genuine advantage. In any development programme, people and their contexts should decide how one goes about implementing development interventions. The needs of the people and the best means to satisfy them should determine the whole programme. Often ICT-based development projects do not bring in the expected results because of undue emphasis placed on technology. Against this background, the factors that led to the success of the Pondicherry experience are analysed.

Some people from the community in Pondicherry MSSRF works with

**The author is a member of the International Advisory Board of IICD, an Honorary Fellow of the Chartered Institute of Library and Information Professionals, UK, an Honorary Member of the American Society for Information Science and Technology, a life member of IASLIC, and a member of both the Indian and the International Science Writers Associations. He is on the editorial boards of Current Contents, Scientometrics, Journal of Information Science, and Current Science.*

Introduction

The widespread availability and convergence of information and communication technologies - computers, digital networks, telecommunication, television, etc. - have led to unprecedented capacity for dissemination of knowledge and information. The impact of this fourth information revolution is felt in education, research, medicine, government, business and entertainment in many parts of the world. But as Anton Mangstl[1] points out, the benefits have reached only about 5% of the world's population. The new ICTs have in fact led to a digital divide not only between rich and poor nations but also within nations. Even in affluent United States of America, as Rev. Jesse Jackson has pointed out ICTs have not only widened the digital divide but also deepened the racial ravine, and the relative disadvantage suffered by inner city populations (mostly Blacks and Hispanics) is continually on the rise. History has shown that technology by itself is a great divider. It exacerbates the inequalities in society. Is there then no way for the poor and the downtrodden to benefit from ICTs?

"Groups as diverse as the United nations, the G8 nations, Foundations, national, state and local governments, and private companies have seized upon the hope that the use of ICTs could enable even the poorest of developing nations to 'leapfrog' traditional problems of development like poverty, illiteracy, disease, unemployment, hunger, corruption, social inequalities so as to move rapidly into the modern Information Age," says Kenneth Keniston,[2] Director of the MIT-India programme. Mark Malloch Brown,[3] Administrator of UNDP, is convinced that "ICT can help us reach the targets established by world leaders at September's Millennium Summit, including the goal of halving poverty by 2015." Are these hopes over optimistic?

In July 2001, I was invited by Hivos, the Dutch development oganization, to a workshop on ICTs and development held at Museum Naturalis, Leiden, and to another workshop at IICD, The Hague, on a similar topic. I met a number of the country's important development researchers and enthusiasts and many of them told me that Ms Eveline Herfkens, Dutch Minister for Development Cooperation, was keen to invest on development activities in the least developed countries of the world, but was a bit skeptical about investing on ICT-related activities. They wondered if some of us from the developing world, especially those who are working with ICTs, could convincingly argue the need for supporting ICT-based development initiatives. Incidentally, Ms Herfkens is not alone. There are many others who have genuine doubts about the advisability of funding ICT-based development projects. As pointed out by Mark Malloch Brown,[3] "in both developed and developing countries there is still considerable skepticism as to whether providing access to information and communication technology can play a significant role in reducing poverty." The skeptics draw support from many not-so-well conceived ICT projects in developing countries, many of them in the hands of economists and technicians who fail to appreciate the social and cultural issues that are key to a communication strategy.[4]

I took part in both the workshops, both well attended and focused. Indeed at the Leiden workshop not only did I make a presentation of the well-known Pondicherry Information Village project but was also interviewed on stage by a leading Internet journalist. Inevitably, this question of the role of ICTs in development came up more than once and I reiterated my own and our Foundation's firm belief that as long as programmes are people-centred and as long as technology can make a distinct difference ICTs are important and deserved to be supported. Experts like Monkombu Swaminathan and Bruce Alberts believe that with intelligent intervention, we can make ICTs an ally in the equity movement and that if ICTs can benefit the rich there is no reason why we should not work towards reaching the benefits of ICTs to the poor. Indeed Swaminathan believes that ICTs can be used very effectively in our effort to include the excluded and reaching the unreached and Prof. Alberts keeps quoting the example of the Information Village Project in Pondicherry as a model for others to follow.

Information for development: The Pondicherry experience

What has been achieved by the Information Village project of the M S Swaminathan Research Foundation? Let me intersperse my own description of the project with the comments of three eminent people – a journalist, a Nobel-class scientist and a development communication specialist. Let me begin with a couple of quotes from an article entitled "Connecting rural India to the world" by Celia Dugger in *The New York Times* dated 28 May 2000.

> "Embalam - In this village, the century-old temple has two doors. Through one lies tradition. People from the lowest castes and menstruating women cannot pass its threshold. Inside, the devout perform daily pujas, offering prayers. Through the second door lies the Information Age, and anyone may enter. In a rare social experiment, the village elders have allowed one side of the temple to house two solar-powered computers that give this poor village a wealth of data, from the price of rice to the day's most auspicious hours."

The door to modernity and the door to tradition at Embalam temple

Here 'anyone' includes the Dalits, people of the lowest castes, who were referred to as 'untouchables' in pre-Independent India. Caste-based division is still a problem in southern India despite strict laws being in force, and our knowledge centre at Embalam has made a minor dent. A new knowledge centre in Thirukanchipet, a village of Dalits, has led to another minor social revolution. These villagers used to get their tea served in cups reserved for them in the tea stall in the neighbouring village Thirukanchi; the upper caste men would use a different set of cups. After the Dalit volunteers started working with computers and new technologies at the knowledge centre, they became a bit emboldened and started displaying on the notice board of the knowledge centre the poems of the Tamil revolutionary poet Subrahmanya Bharathi, who had played a key role in India winning Independence from British rule, which questioned caste-based divisions in society and reiterated that all men are equal. Within a few weeks the tea stall started serving them tea in the same cups used by the upper caste clients. Yet another example of including the excluded.

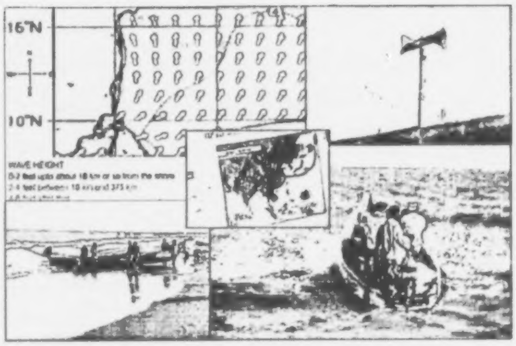
Celia Dugger's story in New York Times ran to half a page and that is probably the first time that NYT devoted so much space for a developmet story from a non-Western country. She continued:

"Information from the computers in this area, where people live in thatched mud huts, has saved the life of a milk cow named Jayalakshmi, prevented the blindness of an old woman named M. Minakshi and routinely warned fishermen of stormy weather that can claim lives. Some months back, Subrayan Panjaili, a round-faced woman who cannot read or write, sat in the courtyard of her small home in the village of Kizhur, in Pondicherry, with the family's only milk cow, Jayalakshmi. For five days and nights, the cow moaned while in labor. Something had gone wrong and she was unable to deliver her calf. Mrs. Panjaili grew ever more fearful that the cow would die. "This is the only good income we have," she said, explaining that the four gallons of milk the cow produced each day paid the bills. Word of Mrs. Panjaili's woebegone cow soon spread to Govindaswami, a public-spirited farmer. The village's computer, obtained through the Swaminathan Foundation, is in the anteroom of his home. The computer is operated full time and for no pay by his 23-year-old, college-educated daughter, Ezhilarasi, who used it to call up a list of area veterinarians. One doctor arrived that night and, by the light of a bare electric bulb, stuck his arm into Jayalakshmi, pulled out the calf's spindly leg and tied a rope to it, then dragged the calf into the world."

Ms Minakshi was sent to Aravind Eye Hospital in Madurai , about 200 km away, and she got her cataract removed.

In an experiment in electronic knowledge delivery to the poor, we have set up knowledge centers in ten villages near Pondicherry in southern India and have connected them by a hybrid wired and wireless network -- consisting of PCs, telephones, VHF duplex radio devices, spread spectrum and email connectivity through dial-up telephone lines -- that facilitates both voice and data transfer, and have enabled the villagers to get information they need and can use to improve their lot. All the knowledge centers are open to all, irrespective of age, sex, religion, caste, and level of literacy and education. The entire project draws its sustenance from the holistic philosophy of Swaminathan, which emphasizes integrated pro-poor, pro-women, pro-Nature orientation to development and community ownership of technological tools against personal or family ownership, and encourages collective action for spread of information and technology. The bottom up exercise involves local volunteers to gather information, feed it into an intranet-type network and provide access through nodes in different villages. The ten villages are connected in a hub and spokes model, with Villianur, a small town 13 km west of Pondicherry, serving as the hub and value addition center. Value addition to the raw information, use of the local language (Tamil) and multimedia (to facilitate illiterate users), and participation by local people right from the beginning are the noteworthy features of the project. Most of the operators and volunteers providing primary information are women, thus giving them status and influence. All centres came up because of demands made by the community. Apart from these villages, the project had established knowledge centers in three more villages but had withdrawn because either these centers did not share information with all people in the village, or did not maintain regular hours and did not maintain the equipment well.

VHF two-way radio, Internet, Spread spectrum antenna and solar panels at Villianur



Wave height data from a US Navy website brought to fishermen of Veerampattinam

In the villages where the project operates, we have shown that access to timely and relevant information does make a difference to the life of the rural poor. We have also shown that new ICTs can play a role in this effort. For example, the Value Addition Centre at Villianur delivers daily images obtained from a web site run by the US Navy of the predicted wave conditions in the Bay of Bengal to the centers at Veerampattinam and Nallavadu. The villagers there are fisherfolk, and the sea conditions are of crucial interest for their safety. The information is so critical that the voice report from Villianur is transmitted at the coastal villages over a public address system to the fishermen as they prepare their boats in the early morning. "It saves lives", said one respondent when asked about its usefulness. Information provided in the village knowledge centres is locale specific and relates to prices of agricultural inputs (such as seeds, fertilizers, pesticides) and outputs (rice, vegetables, sugarcane), market, entitlement (the multitude of schemes of the Pondicherry government), health care (availability of doctors and paramedics in nearby hospitals, women's diseases), cattle diseases, transport (road conditions, cancellation of bus trips), weather (appropriate time for sowing, areas of abundant fish catch, wave heights in the sea), etc. Unique to our project is the fact that most information is collected and fed in by volunteers from the local community itself. The centres are operated by local volunteers, mostly women.

The seeds of a virtual university

Prof. Bruce Alberts,[5] President of the National Academy of Sciences, USA, who had visited the project villages twice, has this to say:

"I examined an imaginative set of experiments in electronic knowledge delivery designed by our foreign associate, M.S. Swaminathan, … … … connecting scientists to each other is only the first step. Scientists everywhere must use these initial connections as a tool for spreading their knowledge, skills, and values throughout their own nations, including their local communities. By taking full advantage of new information technologies, the scientific community has an unprecedented opportunity to close the vast "knowledge gap" between all peoples. How might this be possible? … … … I want to highlight a wonderful example that points the way forward. As mentioned previously, the M.S. Swaminathan Foundation has established an experimental network in India that will soon connect more than 20 isolated rural villages to a wireless Internet service. About half of the population in most of these villages has a total family income of less than $25 per month. The project is designed to provide knowledge on demand to meet local needs

Prof. Bruce Alberts addressing the people of Embalam using the World Wide Web, and it does so through a bottom-up process. The process starts with volunteer teams that help poll the villagers to find out what knowledge they want. Particularly popular thus far are women's health information, advice on growing local crops and protecting them from diseases, the daily market prices for these crops, local weather forecasts, and clear information about the bewildering array of programs that are provided by the government to aid poor families. To participate, each village must provide a public room for the computer system, as well as the salaries for a set of trained operators. In return, the village receives the needed hardware and maintenance for the communication system, specially designed Web sites in the local language that convey the requested information, and training programs for those villagers who have been selected to run their local knowledge system. ... ... I am enormously impressed with the quality of thought that has gone into this project, as well as by the energy, dedication, and skill of the young Indian scientists who are carrying it out."[5]

Addressing the UN-sponsored meeting on Science for African Development at Geneva in July 2001, Alberts[6] referred to the Pondicherry experience again:

"... in this village there is a computer room, connected by wireless Internet to a service center run by the M.S. Swaminathan Research Foundation. This "information village" project, and others like it, have successfully relied on women from the village itself to provide daily weather and market prices, as well as agricultural and health information, to all the inhabitants. ... ... As scientists, we need to study and learn from these experiments - so as to make a science out of connecting the world to knowledge resources. With the technology moving so fast, it is critical to "learn by doing" in this way, so that we learn how to make the next wave of the technology even more useful for productive and sustainable economic development."[6]

Indeed, Prof. Alberts sees in these knowledge centres the seeds of a virtual university connecting academia with the rural poor and a model for the United States to follow.

"I envision a global electronic network that connects scientists to people at all levels – farmers' organizations and village women, for example. The network will allow them to easily access the scientific and technical knowledge that they need to solve local problems and enhance the quality of their lives, as well as to communicate their own insights and needs back to scientists. ... ... My experience in India has made it clear to me that our nation would be much more successful in such endeavours if we were humble enough to incorporate the potential beneficiaries of a service into its initial planning."[5]

In his 138th Presidential address to the NAS, Prof. Alberts[7] spoke about his second visit to the the knowledge centres and the role of these centres in empowering women:

"In particular, the women had clearly been empowered, and they enthusiastically reported how their sudden access to information about crops, weather, market prices, and government programs had improved the life of the village."[7]

Can ICTs deliver by themselves?

Can we then solve the problem of poverty by providing access to computers and telecommunication to the poor of the world? Let us hear Alfonso Gumucio Dagron,[8,9] a leading expert in development communication and the author of *Making Waves: Stories of Participatory Communication for Social Change*, a report to the Rockefeller Foundation, 2001:

"In the field of dreams of ICTs pushers the picture is rather simple: ICTs and Internet connectivity are per se the solution for poverty and underdevelopment. Actually, it is much more complex than that. This is not the first time we are confronted with the idea that technology is the panacea for development. Those who have been active in development during the past 30 years, as I had, know very well the previous wave of "diffusion of technology", by which the underdeveloped countries would magically join the industrialized world through the use of modern technology graciously provided by the international cooperation agencies. Worst of all, behind it, there was the assumption that "knowledge" was a privilege of industrialized nations, and our countries in the South just didn't have enough of it. Of course we know today (there is abundant literature about it) that it was not that coarse. It could only be that simple in the field of dreams of those who know little about Third World countries, but think they know what is best.

With the risk of repeating something that everyone already knows (or should know) I will remind ICTs pushers that when we talk about technology we are only referring to instruments, not to social, economic or cultural development. A knife is just a knife, it can be used to hurt someone or to carve a beautiful wood sculpture. Content and utilization is what makes the difference. Development priorities are to be analyzed - hopefully by the "beneficiaries" - before deciding which technology is appropriate, where and how. Even Bill Gates knows that it is not a matter of pushing computers to the developing countries; not long ago he acknowledged that basic health care services are by far a bigger priority than computers and internet connectivity. Those that think that poverty in our countries is just a matter of not having access to information and technology are showing much ignorance about social injustice, human exploitation and inequalities not only between countries, but also among social classes within each country. Information is not the magic cure for hunger.

This is not to say that we should discard these appealing gadgets of progress. On the contrary, we have to avoid the frustration of using them responsively, because if we do, it will only create more frustration among the people that are supposed to benefit from the new information and communication technologies. As long as the World Wide Web is 90% in English and 99% irrelevant to a peasant in Bolivia or a factory worker in Russia, we can't be over confident about the benefits of connectivity. Most reports on telecentres in Asia, Africa and Latin America acknowledge that people use the phone and the photocopier, and very little of the computer and internet facilities. And those that use it are generally the most educated, the well off in the community, not the originally intended and most in need beneficiaries.

There are too many examples of projects that are only bombarding the Third World with computers, in the most irresponsible manner and for the benefit only of hardware and software companies. On the other hand, there are very few, I insist, very few experiences of use of new information and communication technologies that are paradigmatic in the way they contribute to development.

In my book "Making Waves" I have picked a few representative examples that show how ICTs are being used in participatory development and how these instruments can be "appropriated" by the community when the project is well conceived. There is one thing that we can not separate from any ICTs project in Third World countries: the development of local databases and local web

Information Village Research Project

Virtually all documentation is in Tamil

pages that are relevant to the people and that take into account their daily needs, their culture and their language. If this is not embedded into a project, I doubt it will have any positive results for the community. *This is why the Village Knowledge Centers in Pondicherry (M.S. Swaminathan Research Foundation) are such an important and coherent experience*. The potential is also great for InfoDes in Cajamarca (Perú). The convergence between ICTs and other media is also exciting and promising. That is why I included the examples of Kothmale Radio in Sri Lanka, Púlsar in Latin America and the Local Radio Network in Indonesia.

Let's not forget that most of the ICT experiences at the grassroots level are only 4 or 5 years old. It is too soon to claim victory and too soon to discard them, but not too soon to question them and to make sure that they will be sustainable and for the benefit of communities after the external assistance withdraws. Communities should adapt technology to their needs and to their culture, not the opposite. As of today, the ICTs in our Third World countries are only "experiments with a potential". One thing is what is written in project reports, and another thing is what is really happening at the community level. Definitely, the tool is still to be shaped. I challenge ICTs pushers to go there and check."[8]

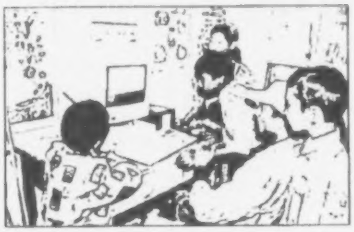
Alfonso Gumucio[9] warns us

"It is sad that many of our colleagues from Third World countries, especially those working in North America and Europe, have taken distance from the realities of our countries. They base many of their assumptions on institutional documents and "success" reports, without knowing reality."[9]

This view is echoed by Bruce Girard, the man behind Pulsar and many development programmes using radio innovatively. Indeed Girard points out (personal conversation, 4 April 2002) instances of projects, which have nothing more to show other than a well-written application sent by email, winning awards! I am afraid that there are too many desktop researchers and 'experts' in this field who have virtually no field experience but who go on churning out papers based on what they read and they are often invited to conferences and seminars on ICTs for development whose numbers are increasing out of proportion to what is actually being achieved in the field. If the energies and funds invested on these meetings were directed at real grassroot level work we would have had many more examples of successful projects and happier communities. And organizations established to achieve some of these goals do not seem to perform as well as they should. In his Presidential address to the Fellows of the US National Academy of Sciences, referred to earlier, Bruce Alberts[5] told, "I learned to my surprise that most of the international organizations established by the United Nations with the great hope of using science and technology to improve the human condition are seriously hampered by bureaucracy and a lack of energy, innovation, and resources."

The lessons learnt

What are the lessons we have learnt from our own project and the experience of others in the past few years? Is this model sustainable? To someone who has had the privilege of watching every step from close quarters, it is clear that technology by itself may not mean much and one needs to take care of the context, content and language. Let us list the factors that led to our success:



Children learning to draw on a PC at Veerampattinam

First and foremost, the visionary leader, his able technocrat implementor and his small team of half a dozen dedicated staff understood the people and their context and got accepted by them. The local communities have trust in us. People readily offered space to set up the knowledge centers – in panchayat (local level government) offices, in temples, in government-owned buildings, and in one village in a private individual's home! In two villages the people collected money to construct new buildings to house the knowledge centre. In some villages the communities pay the telephone bills and Internet charges.

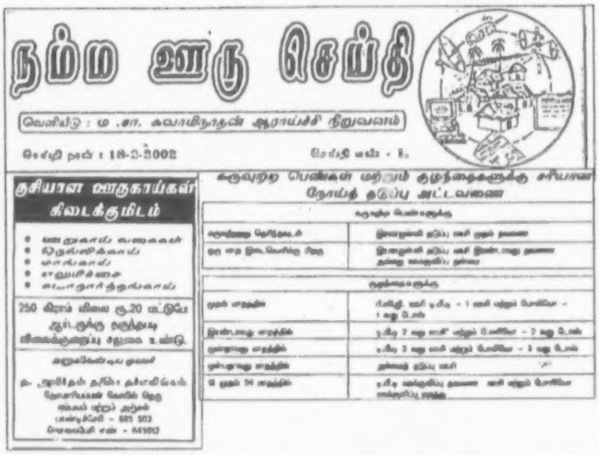
Second, our relationship with the local community is not of the "donor-recipient" type but one of "partnership in progress". Right from the beginning the people of the villages were involved at every stage. Every month village volunteers and the Foundation's staff meet and review what has been accomplished and discuss new initiatives.

We understood the need to develop 'content' – the information needed to satisfy the communities' needs - and developed much of the content in collaboration with the local people. We have created close to a hundred databases, including rural yellow pages, which are updated as often as needed. Incidentally, the entitlements database, which serves as a single-window for the entire gamut of government programmes, has created so much awareness among the rural poor that there is greater transparency in government now. Farmers get the right price for their farm produce and wage-labourers get the right wages from their employers, thanks to the knowledge centers. We are not averse to borrowing 'content' from elsewhere if it is found useful to the local community. For example, we have collected much useful information from Government departments, the Tamil Nadu Agricultural University, Aravind Eye Hospital, and the US Navy's website. We have held a few health camps in the villages in cooperation with well-known hospitals as part of gathering information about local health care needs.

These landless labourers now get correct wages

Most of the transactions are in Tamil, the local language. Our village volunteers are trained to input material in Tamil using the standard QWERTY English keyboard. [We were indeed surprised at the speed with which the village volunteers learnt to use the computers and more so learnt to type Tamil, with its 247 characters, using the standard English language keyboard without using the template. Some of them have learnt to code in html and design web pages. As our chairman Prof. Swaminathan says, these villagers take to technology as fish to water. It is a question of getting the opportunity. We use multimedia and loud speakers to reach out to illiterate

Our Village News



நம்ம ஊரு செய்தி

வெளியீடு : ம .சா. சுவாமிநாதன் ஆராய்ச்சி நிறுவனம்

கருவுற்ற பெண்கள் மற்றும் குழந்தைகளுக்கு சரியான நோய்த் தடுப்பு அட்டவணை

clients. We even have a fortnightly Tamil newspaper called *Namma Ooru Seithi* ('Our Village News'). The newspaper has become so popular that Government departments such as District Rural Development Agency, Social Welfare Board, Small Scale Industries Centre use our newspaper to publicize their schemes.

We use technology when it provides a distinct advantage. We have so far used hybrid wired and wireless technology for communication (including telephone and modem, VHF two-way radio and spread spectrum), hybrid grid-solar energy, Intranet and Internet. Currently we are testing the possibility of using World Space radio to network the rural poor of the world. This experiment forms the basis of a proposal to the G8 DOT Force and the UN ICT Task Force. Importantly, in our project the technologies and the knowledge centres are collectively owned by the community and not by an individual or a family. As people are indeed poor, it will not be possible for individual families to afford any of these technologies for a long time to come. The knowledge centres are operated by local volunteers, mostly women, selected by the community. We are looking at possibilities for revenue generation (from those who can afford) and Accenture has shown interest in developing a revenue model for our knowledge centres.

open knowledge network
27/2/2002

Towards a network for the rural poor of the world

We are aware of projects that have not got off the ground or folded prematurely because of the emphasis placed on technology without a clear understanding of the context and needs of the local communities.

We understand that mere provision of information cannot lead people out of the poverty trap. Access to relevant information is only part of the story. People need to build skills and capacities they could convert into additional income. We take an integrated view of development and are working closely with the biovillage and ecotechnology groups of our Foundation. These groups are working closely with farm families in Pondicherry and Tamil Nadu and have developed many income-generating low-cost technologies, such as mushroom growing, ornamental fish, production of biopesticides, production of high yielding varieties of seeds, converting banana waste into paper and boards, and production of green fodder for cattle. We work closely with self help and microcredit groups in the project villages. In addition, we are entering into partnerships with

Multiple livelihood opportunities

BEST COPY AVAILABLE

government departments, schools, libraries and primary health centers in the region as well as with like-minded partners abroad. Some donor agencies such as Hivos have come forward to use our experience as the building block for ICT-related South-South exchange of experiences.

The project team and all of us at the Foundation are happy that this project has won the Motorola Dispatch Solution Gold Award 1999 and the 'Stockholm Challenge Award 2001 and our colleague Dr Venkatraman Balaji has won the World Technology Award, but our greatest satisfaction comes from the appreciation we continue to receive from the communities we work with.

Poor, but happy!

Before I close

Incidentally, early this year Ms Herfkens sanctioned a substantial budget to IICD for their ICT-based development programmes in eight developing countries in the next five years.

I wish to thank my colleagues, past and present, in Informatics Centre of MSSRF, our Chairman Prof. Swaminathan, the IDRC, Canada, and most importantly the village communities in the Union Territory of Pondicherry, without whom there would have been no project. I am also grateful to Prof. Bruce Alberts, Alfonso Gumucio Dagron, and the numerous media persons who made our project known to the wide world, and to organizations such as One World International and Hivos for their confidence in our commitment.

References

1. Brun C and Mangstl A, "Worldwide access to ICT: the digital divide" in *Villages in the future: Crops, jobs and livelihood* edited by D Virchow and J von Braun (Springer-Verlag, Berlin), 2001, 259-262.
2. Keniston K, Grassroots ICT projects in India: preliminary hypotheses, Information Technology in Developing Countries, 11 (December 2001); http://www.iimahd.ernet.in/egov/ifip/dec2001.htm (accessed 26 April 2002).
3. Brown M M, Can ICTs address the needs of the poor? Choices, Vol. 10, No. 2, June 2001, page 4; <http://www.undp.org/dpa/choices/2001/june/index.html>
4. Dagron A C, Making waves: Stories of participatory communication for social change, The Rockefeller Foundation, New York, NY, USA, 2001, p. 9.
5. Alberts B, Science and the world's future, Presidential address, 136th Annual Meeting of the National Academy of Sciences, USA, Washington DC, 26 April 1999.
6. Alberts B, Science for African development, Substantive Session of the Economic and Social Council of the United Nations, Geneva, Switzerland, 17 July 2001.
7. Alberts B, Expanding the institutions of science, Presidential address, 138th Annual Meeting of the National Academy of Sciences, USA, Washington DC, 30 April 2001.
8. Dagron A G, Comments to the list makingwaves@comminit.com, 20 June 2001.
9. Dagron A G, email message to Subbiah Arunachalam, 22 June 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 145-095-E
Division Number: VI
Professional Group: Information Technology
Joint Meeting with: -
Meeting Number: 95
Simultaneous Interpretation: -

Critical technological and architectural choices for access and preservation in a digital library environment

Svein Arne Solbakk
svein.solbakk@nb.no
IT-director
National Library of Norway
Finsetvn 2, NO-8607 Mo i Rana,
Norway

Abstract:

The article describes some basic architectural choices for the access to and preservation of digital objects at the National Library of Norway. A digital repository is a core element for the handling of both access to and preservation of the digital objects. Strategies for giving access to the complete holdings include the use of a powerful search engine and the OAI protocol to harvest metadata from conventional catalogue systems to make textual or structured indexes.

August 2002

Background

The construction of a Digital National Library of Norway has already been going on for several years. Throughout this period of time the technology has evolved a lot, and various relevant standards and de facto standards has come and gone. However, there are some basic principal choices regarding the architecture of a digital library, that may be made independently of current technology.

This article discusses some of these principal questions regarding storage and preservation of digital collections, and regarding how to give access to the digital collections.

Objectives

The basic objectives for developing a digital library at the National Library are to:

1. be able to offer powerful digital library services adapted to user expectations and needs
2. be able to handle access to and preservation of large amounts of digital data with a variety of properties
3. be able to collaborate with other institutions on user services as well as the handling of access to and preservation of digital objects
4. let other service providers make value added services which include resources from the digital collections at the library

The digital repository

At the core of the digital library we have established a digital repository. Some important architectural choices for this storage are:

- ➔ The storage technology should be hidden from the applications
- ➔ Every object in the storage should be given a globally unique identifier
- ➔ Every object must have sufficient metadata for search, retrieval and preservation
- ➔ Formats and quality levels should be carefully chosen to facilitate long term preservation
- ➔ It should be possible to give all objects in the storage eternal life through migration and emulation
- ➔ The methods for handling a digital object should be the same regardless of the type of information contained in the object
- ➔ One should use off-the-shelf technology which is as open as possible

At the National Library of Norway we are currently developing a generalised input/output-service for the digital repository. Any application with a need to put a digital object into the storage, or with a need to get a digital object out from the storage, will have to use this general service. The type of technology being used to store and maintain the object will in this way be hidden from the applications. In addition, this strategy let us have a common approach towards advanced access control and the handling of copyright.

Hiding the storage technology from the applications makes it possible to change the technology whenever this is necessary without affecting the applications. One may e.g. change tape technology within a tape robot, change the tape robot itself, change the disk systems, change the storage area network, or change the servers and software administrating all the networked storage, and so on, and then migrate all data from the old to the new technology and at the same time let all applications and services be up an running without any modification.

Every object in the digital repository is given a globally unique URN (Uniform Resource Name) for identification. A URN resolution service is developed according to the guidelines given by IETF (Internet Engineering Task Force). The service is available for external institutions (giving URLs as input). The use of a common identification scheme for all the objects is essential to be able to hide the storage technology from the applications. In this way our applications always use the persistent URN to identify a given object, and the URN resolution service holds track of the physical location of the object at the moment.

The required metadata level is still under evaluation. Currently the metadata for the digital objects resides within various catalogue systems within the National Library, and a variety of cataloguing formats and levels are used. However, we are evaluating the concept of a minimum metadata core based on the Dublin Core format, which all objects should have as a minimum, regardless of what type of information the object contains. This would make it easier to let a user search in several or all of the catalogues in a single operation.

However, it is obviously not possible for the National Library e.g. to catalogue every Norwegian web page at this level. Therefore one should try to make it as easy as possible for the publishers to include good Dublin Core records in their web pages, and encourage them to do this. Another strategy would be to try to extract as much meaningful information as possible from the web pages during the harvesting process, and then generate DC records from this.

In addition to the DC level metadata, it is possible to generate full text indexes of some information types to facilitate an "Internet search engine" kind of search. This is of course an interesting strategy for the harvested web pages, but it is also interesting for other kinds of objects containing textual information. Using digitisation and OCR-tools makes it possible to offer this kind of search methods on historical objects as e.g. manuscripts, newspapers, periodicals, and books. This may also be an interesting approach for images and sound using pattern and sound recognition to generate searchable data.

In addition to the metadata necessary to search the objects, it is necessary to have technical metadata to be able to preserve the digital information into the future. The National Library of Norway has still not made a final decision on the necessary level of technical information for the variety of information types that will be handled by the digital repository. However, there is currently a lot of work going on in the preservation community that will be considered closely.

To be able to preserve the digital objects over a long period of time, there should always be one high quality version of every digital object using a format with no loss of information. Taking into account the technological development, one should always use the highest quality level one can afford at the moment. This is still a major challenge for audiovisual information. Also, one should use a limited number of formats altogether to make it easier to maintain them over a long period of time.

For formatted textual objects and databases, using XML is a promising strategy. Converting such objects to XML makes it a lot easier to interpret the data in the future than if one would have to be able to interpret a vide variety of formats which are more or less dependent on specific hardware and software environments to work. Also, having the data in the XML format makes it possible to generate advanced full text indexes to facilitate various search strategies.

Our digital repository has only existed for a short period of time. Thus the preservation strategies has not been challenged very much yet. Our strategy is to migrate the high quality version of digital objects to new formats when this is necessary and possible. For some complex objects this may not be a possible strategy, and in this case we need to consider other strategies as emulation or maintaining a technical museum of computers and software. Unfortunately, none of these strategies give the answer to all the challenges.

The technology being used in the digital repository should be as flexible, scalable, standardised and reasonably priced as possible. Currently, Linux is an attractive platform which is getting more and more popular, and interoperability between various kinds of components from various vendors are continuously getting better. However, integrating technology from a variety of vendors is still a complex task! It may therefore be a good idea to get someone to be responsible for the support of the complete installation rather than signing separate support agreements on a variety of components.

A general search infrastructure

The average user currently expects to find an interface to the digital national library that resembles the interface of an Internet search engine. It should be possible to get a first impression on what kinds of information the National Library has on a certain topic, using an Internet type of search on the complete holdings of the National Library. Obviously, one would get thousands of hits on a too general search, but this is exactly the same situation as on the Internet.

It should also be possible to refine a search by using structured metadata e.g. at the Dublin Core level. And at last, it should be possible to perform advanced searches within specialised systems for the more advanced information miner.

To support the advanced information miner, the National Library of Norway uses several specialised databases to catalogue various information types. Currently, most of these databases are stand-alone systems, which may not be easily integrated into common searches. However, most of the digital objects being catalogued currently reside within the digital repository in a coordinated way.

To be able to offer a better view towards the complete holdings of the National Library, experiments are currently being performed using two different but related strategies, namely simple Internet-like search and structured search.

To support an Internet search engine interface, OCR are used to generate text from image based textual information as digitised microfilm, newspapers, books, or manuscripts. In addition, metadata are exported as text from various metadatabases, and born digital textual information, like web pages, are prepared for indexing. Then a set of indexes are generated from this textual information together with information linking the text to the correct images, to the objects described by the metadata, or to the born digital information. At last, a powerful search engine is used to perform full text search on the indexes, and in the result list to direct the user to the digitised images or to the digital objects being described in the metadata records.

To support a more structured search, it is considered to implement an OAI interface on all the metadata catalogues, supporting export of metadata in the Dublin Core format. It will then be possible to harvest DC metadata in XML format at regular intervals from all the catalogues at the National Library, and then use this information as input to the indexer of a powerful search engine. Having such an index, it is possible to implement a structured search interface following the Dublin Core standard, to let the user search in a structured way in all the information with sufficient structured metadata at the National Library.

It is also possible to combine these two strategies in a variety of ways. E.g. by tagging the information with geographical information or with timestamps, one may support views into the complete holdings by giving a geographical area or a time period (or both) as input.

The architecture of the system easily supports common searches on a large number of indexes, and the indexes may be distributed throughout the Internet. Thus, services including data from several institutions are easy to implement, if the institutions uses a similar architecture.

In the same way, the architecture is well suited to let external service providers make value added services including the indexes residing at the National Library, and integrating this information with information from other sources.

A user interface example

The National Libraries in the Nordic countries have for several years worked together on issues related to capturing the web in the Nordic Web Archive collaboration. This summer an NWA project focussing on an access module towards harvested web pages was concluded. Since several of the countries already had harvested a large number of pages, it was decided to make the access module independent of the implementation of the archive.

The objective of the project was to be able to search in the web archives in the same way as in conventional Internet search engines. But at the same time, one should be able to browse the complete harvested collection of web pages both within a given timestamp, and across time by viewing various versions of the same pages.

The solution was to define a common XML based format, which was to be used as input to the indexer of a search engine. All the web archives then were to be exported to this common format and indexed in the same way in the various countries. A powerful search engine is then used to perform conventional full text searches on the indexes.

When viewing a web page from the result list, the search engine is also used to locate sub elements within the web page, in the web archive. The search engine also searches for other versions of the page in question. If several versions exists, this information is displayed on a timeline at the top of the browser window. Also, when navigating within the web archive, either within a given timestamp or across several versions of a given web page, the search engine is used to locate the new page one is navigating to, including its sub elements.

The software being developed in the project will be made available as open source software. In this way the project partners hope that other institutions around the world can make use of the results, as well as develop them further. If several institutions around the world follows the same strategy for the harvesting of and access to web archives, the result may be a powerful toolset developed in a world wide collaboration.

The basic underlying architecture in this example is the same as sketched above. All the web pages reside within the digital repository and a powerful search engine is a vital part of the access technology.

The architecture being used makes it easy to support search into several web archives at the same time. The architecture is also well suited for other information types, and could also have been used e.g. to implement a national or a Nordic digital newspaper archive access module.

Future

The next step in the development of our digital National Library, is to establish advanced access control mechanisms integrated with a copyright management system. Also, research is needed to develop good user interfaces adaptable to the needs of various user groups.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**075-095-E**
Division Number:	**VI**
Professional Group:	**Information Technology**
Joint Meeting with:	**-**
Meeting Number:	**95**
Simultaneous Interpretation:	**-**

XML and bibliographic data: the TVS (Transport, Validation and Services) model

Joaquim de Carvalho
BookMARC; University of Coimbra
Portugal
E-mail: jrc@bookmarc.pt

Maria Inês Cordeiro
Art Library, Calouste Gulbenkian Foundation
Portugal
E-mail: ilopes@gulbenkian.pt

Abstract:

This paper discusses the role of XML in library information systems at three major levels: as a representation language that enables the ***transport*** *of bibliographic data in a way that is technologically independent and universally understood across systems and domains; as a language that enables the specification of complex* ***validation*** *rules according to a particular data format such as MARC; and, finally, as a language that enables the description of* ***services*** *through which such data can be exploited in alternative modes that overcome the limitations of the classical client-server database services. The key point of this paper is that by specifying requirements for XML usage at these three levels, in an articulated but distinct way, a much needed clarification of this area can be achieved. The authors conclude by stressing the importance of advancing the use of XML in the real practice of bibliographic services, in order to improve the interoperable capabilities of existing bibliographic data assets and to advance the WWW integration of bibliographic systems on a sound basis.*

1. Introduction

The application of XML (eXtensible Markup Language) in libraries has been drawing considerable interest, almost since it entered the realm of becoming a potential Web standard with universal impact[1]. Several exploratory projects are underway and some major libraries are committed to providing XML versions of their records. There is a mailing list on the topic and the literature on the subject is growing steadily[2].

Nevertheless, the widespread interest of the library community has not led to clearly perceived directions so far. Although there is consensus that XML should have some role in library information systems, it appears not clear what that role should be and how it will relate in practice to existing standards and systems, in practical terms [GARDNER; EXNER & TURNER,1998; SPERBERG-MCQUEEN, 1998; LYNCH, 2000; MCCALLUM,2000; MILLER, 2000, 2002; QIN, 2000; VAN HERWIJNEN,2000]. The most common topic of discussion is the relation of MARC[3] formats to XML, ranging from the current adequacy of MARC to what advantages could be gained by providing XML records for exchange rather than plain MARC files [HOPKINSON, 1998; LAM, 1998; MEDEIROS, 1999; GRANATA, 2000; MILLER, 2000, 2000a, 2002; JOHNSON, 2001]. More specific points of interest are issues about the "correct" form of XML representation for bibliographic records. In a brief overview we can identify the following patterns of usage:

1. Simple MARC to XML conversions: a direct equivalence between MARC elements and XML tags is proposed. The resulting XML DTD is relatively simple[4] and can be thought as equivalent in functionality to ISO 2709[5];

2. Semantically rich MARC to XML conversions: an XML structure is designed that somehow reflects the meaning of the various Marc data elements. In some cases this conversion has the purpose of creating self-explainable (BiblioML) or self-validating (LoC) records[6]. This involves expressing every valid combination of fields and subfields into single XML elements. The resulting XML records are very complex and DTDs can run over 10.000 lines. The kind of difficulties of this approach is illustrated by [HOUGH, BULL & YOUNG,2000].

3. Simplified element sets for easy integration in external information systems: MARC is converted into a simplified structure which in turn is converted into XML. Reverse conversion is not possible due to significant loss of information[7];

4. XML conversion of Z39.50[8] services.

In our view the current state of discussion could benefit from some conceptual clarification. The use of XML in libraries can span over a wide range of situations and purposes [HJØRGENSEN, 2001, 2001a]. We identify three major areas in which the adoption of XML could have significant impact: Transport, Validation and Services (hence the TVS acronym). Our argument is that by separating these areas one can more easily devise the targets for applying XML and make more clear particular arguments which, otherwise, would be difficult to address in general terms. We further propose specific requirements for a "normalized" XML usage in the areas concerned and put forward examples that cope with such requirements.

2. Why XML?

The importance of XML appears unquestionable simply by the fact that it is a language/format capable of representing complex structures in non-proprietary and self-explanatory ways. Although this seems enough, it is worth a closer insight to the understandings of what this assertion conveys.

"Universality" of the representation language and "enrichment" of represented contents seem to be the fundamental strengths of XML upon which the vision of the "semantic Web" has been built [BERNERS-LEE, HENDLER & LASSILA, 2001]. A vision where data on the Web is defined and expressed in such a way that enables better automated processing than HTML, not only for information presentation but also for purposes of functional integration, by allowing re-use of data by different software applications. Nevertheless, it became a common *cliché* to refer to the audience of the semantic Web as being "*not only* people but *also* computers". In our view, however, it is clear that the primary audience of the changes that led the so called "HTML cycle" [BERNERS-LEE, 1998] to a close, is computers, not people [BERNERS-LEE,1998a; W3 CONSORTIUM, 2001].

On the other hand, "richer content representation" to solve the problems of information discovery and retrieval of Web resources (meaning marked up documents) has been the most addressed aim of XML in the library and information environment, especially regarding pre-publishing metadata and metadata for digital libraries [ARMS, 2000; CAPLAN, 2000; DILLON, 2000; DOVEY, 2000; KIM & CHOI, 2000; QIN,2000].

Yet, XML also has a fundamental role with respect to the so called "hidden Web" [PRICE, 2002], meaning databases or other kinds of data assets that are out of the reach of Web search engines. Bibliographic databases are an important part of such hidden Web, included in what is often referred to as "legacy" systems. "Legacy systems" encompass both data assets and code that cannot be directly integrated in the Web technological environment due to the specificity of their models/formats, programming languages and platforms. Interoperability among them, and with the network environment in general, raises the need of an integrated view of issues concerning data access and re-use [DAY, 2000] and also of functional and affordable solutions to support it. On the whole, this means s*imple protocols*, *clarified concepts* and *syntaxes*, *low barriers* to access and *tangible utility* of implementations [DUMBILL, 2001].

The aspects highlighted above are of utmost importance as a starting point for what this paper addresses. Therefore, our concern here is more focused on the potentials of XML to make independent applications talk to information object surrogates residing in whatever systems, irrespective of the applications they themselves run.

From this perspective, XML is important because it lowers the cost of developing applications that need to exchange complex data. Bibliographic data is complex as much as traditional data structures can be; thus its processing by computers will naturally benefit from the adoption of XML, especially when considering it in an open distributed environment.

Underpinning the cost-effectiveness of XML is the wide availability of software tools to develop XML-aware applications [9]. This meets the desired effects of the early standardisation of APIs (application programming interfaces) where realisation is now facilitated and improved with the definition of XML as a rich, yet general-purpose, notation language. In other words: XML is not just another notation, it is also a set of ready made and powerful tools that allow programmers to quickly implement complex data handling functionality in their applications.

Good XML usage should be driven by the cost/benefit factors brought in by such newly available tools, aiming at producing software components that are relevant to library practices. As stated above, people often forget that XML was created to be processed by computers, not by humans. The fact that an XML version of a bibliographic record is more machine-readable in an environment wider than that of ISO 2709, does not mean that a good criterion for XML representations of bibliographic data is to attain more clarity or simplification in record representation, and especially not for human consumption.

ISO 2709 is a transmission format designed to be handled efficiently by applications of a given domain, which have a long past and originate in a particular technological context, where library software needed to exchange data in sequential files, notably in magnetic tapes. In the same spirit, the use of XML should now be adjusted to and oriented by what are the most efficient data handling criteria and methods in today's technological context.

In order to analyse more clearly such criteria and methods we propose considering separately – although in an integrated manner – the use of XML in the areas of

I) ***record exchange*** (data transportation level),
II) ***record validation*** (data conformity level) and
III) ***sharing of services*** (application services level), not only among library information systems (with a role similar to that of Z39.50) but with a potentially very wide range of applications.

We believe that the introduction of XML can bring significant benefits to each of these areas especially if agreement could be attained in a set of higher level standards, which raises some organizational implications [SPERBERG-MCQUEEN, 1998; BRANDT, 2001].

3. Separating *transport* from *validation*

Some current proposals in the area of XML representation of bibliographic records try to achieve something that we believe is not a good target: an XML format specification that only allows valid bibliographic records to be represented. By "valid" we mean records that are fully conformant with the structure and rules defined in data formats such as MARC 21 or UNIMARC. In this perspective, a "good" XML format specification is one that makes impossible to represent an invalid record. This logic is behind the LoC XML specifications for bibliographic records and others inspired by it (see **Note 6**). Apparently, the improvement over formats like ISO 2709 seems enormous: while now we can have a valid ISO 2709 record that contains a totally invalid MARC record, in an XML representation the transport format would only allow semantically valid records to be exchanged.

In our view, this logic is based on a misconception about the role of XML and it leads to such complex XML format specifications that the cost/benefit of XML adoption easily evaporates. Furthermore, it fails to produce relevant functional benefit.

We believe that the misconception behind the idea of format specifications that enforce validation arises from similarities between the kind of rules used to validate XML documents and the kind of rules that define data formats like MARC21 or UNIMARC. Both XML documents and MARC records are tree-like structures, composed of elements that can repeat themselves and further be divided into other elements (nodes in XML, fields, indicators, subfields in MARC).

In the XML world, the rules that a well-formed piece of information must conform to can be defined formally in a special document called a DTD (Document Type Definition) and, more recently, through XML documents called *Schema* [10]. Schema and DTDs allow programmers to define a valid XML structure by specifying which are the elements it can contain, in which order they can appear, what is mandatory and/or repeatable, etc... By providing this definition the tools available for XML processing can automatically detect invalid documents.

There is in fact a remarkable parallelism between the rules that can be written in DTDs and Schema and the rules that define a valid MARC record. In both cases we have assertions about repeatability of data elements and subelements and rules for when they are mandatory or optional, etc. But on closer inspection we see that the semantics of MARC are much more complex than those that can be defined for valid XML. Besides, the elementary structural components of MARC records are also more complex that those of XML: in the latter we have *Attributes* and *Elements* and in the former we have *Leader*, *Fields*, *Indicators* and *Subfields*, and even data offsets/limited length for certain coded data subelements. On top of this, MARC also encompasses application rules that include a high number of conditions that rely on human discrimination, but that affect the more or less validity of the record (for example, while Field X and Field Y are both valid they should never appear together in the same record if the record contains Field or Subfield Z… or a given value in Field W…).

To conclude: we have a fairly simpler formalism trying to grasp a far more complex one. To achieve the goal of an auto-validating XML/MARC format specification it is necessary to describe all MARC records possibilities into artificially complex XML structures, designed with the sole purpose of making the DTDs and SCHEMA validation rules to express MARC syntax/semantics.

In other words, creating an XML representation of MARC records with the goal of making it self-validating produces extremely complex XML records. The resulting XML structure has no strait equivalence to the MARC structure (Record, Fields, Subfields). Many intermediate levels are introduced on the XML side to allow the crude rules of DTDs to enforce the complex rules of MARC.

We see no functional benefit in this. From an application design point of view, semantic errors in the incoming data cannot efficiently be treated just as format (syntactic errors). An application will always need an high level of internal representation of the MARC semantics that can be applied in modules other than record transportation. Even the records that pass through as valid will have such a complex structure that rebuilding the MARC information from them is no trivial task.

Instead of trying to merge structure, syntax and semantics in a single XML format specification we propose two separate standards to emerge:

1. The specification of an XML/MARC transportation format, equivalent in requirements and functionality to the role of the current ISO 2709. Its purpose is to allow the efficient transport of bibliographic data. Like ISO 2709 this format contains the necessary information for representing the morphological structure of the MARC record, but does not aim to attain validation of the complete syntax/semantics of the MARC format. This format would map directly to the MARC record main structural levels. Our examples of such a specification can be found at http://www.bookmarc.pt/tvs.

2. A specification of an XML format for expressing MARC-based semantics. This can be thought of as an XML representation of the MARC Manual. This allows the full expression of all syntax/semantic rules of MARC records, including all context explanations, examples, etc, expressed in a machine-readable format, usable either by humans and machines. A full version of the UNIMARC Manual in XML was developed with this aim and is available for demonstrations at http://www.bookmarc.pt/tvs.

Both specifications 1 and 2 are designed in a coordinated matter, so that the validation of a record could be done by applying the machine-readable rules to a record represented in XML transportation format.

4. Introducing Web services and WSDL

In designing requirements for the above mentioned standards careful consideration should be given to the emergence of the Web Services paradigm as the major interoperability model in the computer industry [11]. Web services paradigm provides a model for inter-application communication based on easy to implement standards. The main components of this paradigm are:

- HTTP as transport protocol;
- XML as a data exchange format language;
- SOAP [12] as a message structure format;
- WSDL (Web Services Description Language) [13] as a tool for self description of available services;
- UDDI (Universal Description, Discovery and Integration) [14] and ebXML [15] as standards for directories of available services.

Basically, Web services are remote services provided by information systems to remote applications, over HTTP, exchanging data in SOAP messages. The services auto-describe themselves through WSDL and directories are available for automatic browsing so that every provider for a given service can be located.

This model targets the same problem domain as Z39.50, but in a broader context that aims at universal application. There is, however, a huge difference in technical and industrial context: Web services are being pushed with very significant resources by Microsoft, Sun, IBM and many other important corporations of the software industry. The level of ubiquity that can be achieved by a library service that is made available as a Web service is immensely greater than what can be attained through Z39.50.

Apart from these technical reasons, there is also – as pointed out for XML – cost related reasons that favor Web services. Web services are self-describing (using WSDL) in a way that the needed code for a client to access a given service can be automatically generated. This means that a software client for a catalog search can be created in a few minutes, by pointing a software development tool like *Microsoft Visual Studio*™ to the URL of a library [16]. Through directory services based on UDDI and ebXML it is possible to automate, almost completely, the generation of client software that provides a very high level access to information services.

5. Moving service descriptions to WSDL

However, the automation achieved through WSDL will be limited if the semantics of the records and the details of the service interfaces vary widely among institutions. At this level the problems that have limited Z39.50 usefulness [HINNEBUSH, 1998; LE VAN, 1998; GATENBY, 2000; MOEN, 2000, 2001] will not disappear just because the base technology of interoperability has changed. An extra level of standardization would be necessary. The target here is to agree in a set of common operations, eventually build from the Z39.50 services. Some experiments and prospects about using XML and Web services in Z39.50 are now taking shape (see **Note 9**), mostly by members of the ZIG, since 2000 [ZIG; ZAGALO, MARTINS & PINTO, 2001].

Taking the original purpose of Z39.50 to the new paradigm would result in a set of service descriptions, expressed in WSDL. Software vendors would implement Web services for these descriptions. Currently there are tools available that take a WSDL description of a service and create a token server component, which deals with all the details of communicating with clients, leaving the implementer with the only task of actually bridging the generated code to a specific library system. This may appear to be what the Z39.50 libraries have been doing all along. In theory that is true, but in practice the level of integration with modern development environments is vastly different. Again, the cost factor is very relevant, especially because in the very near future every professional computer programmer will have to have all the skills needed to deal with web services technologies and this is not, and will not be, the case with Z39.50.

The tasks of achieving some level of standardization around library services should not prove more difficult in the SOAP-WSDL environment than it was previously. The long experience with Z39.50 and ILL protocols is itself a solid basis on which to start.

In our view, such standardization efforts are needed and should provide the necessary specifications for XML formats for bibliographic information. In the context of WSDL, descriptions of complex data formats in XML are constrained by the necessity of providing automatic serialization and de-serialization of information to and from data types in modern object-oriented languages such as C# and Java. In other words, the major requirement that an XML format for MARC records faces in today's technological context is to provide automatic de-serialization into C# and Java, or any other object-oriented language (the more the better) so that the automatic generation of client and server code from WSDL descriptions can work transparently for software developers.

These aspects may seem a set of very fine technical points but the fact is that they are the cornerstones of our argument in this paper. XML can take the role of ISO 2709 for the Web environment, and be the basis of the distributed library services of the future. While the main requirements behind ISO 2709 were to achieve the best integration with the technological tools available at the time, the same requirements, when applied to a future XML standard for bibliographic data exchange should produce something that transparently maps the complex bibliographic data types within the framework of automatic code generation from WSDL descriptions. This completely rules out the complex formats referred to early on and points rather to more direct mappings like OAI's.

We strongly believe that the requirements for XML as a transport format for bibliographic data should be mostly derived from the future envisaged for XML as the basis of a new generation of interoperable services. Attempts to contaminate XML record formats with semantic requirements, like self-validation or human readability, will impair its ability to fulfill this central role. Metadata for semantics and validation of XML MARC records should be formalized through separate standards, as argued above [17].

6. Conclusions

The proposals advanced in this paper assume that the future of library services will strongly rely on the adoption of Web technology, at a structural level that goes far deeper than just providing web interfaces to library systems. In devising such a future one central aspect to consider is the model of interoperability that will enable us to reinforce and diversify the role of libraries, and the usefulness of their structured information assets. This is especially important for the provision of information services aimed at being more ubiquitous and re-usable, within and beyond the library community. This understanding encompasses two major foci of attention: the language that libraries use to talk to their environment, concealing all data representational issues, and the services libraries provide in the open network.

The first focus involves a special attention to all aspects concerning the impact of XML technology in the management of bibliographic data, namely in terms of transportability and re-usability. This has provided opportunity to revisit the place and function of some of the library data standards in the light of the new Web language: why, how, and what for should libraries talk XML? So far, the answers to these questions are still diffuse and do not show clear directions. Our main argument regarding the current state of affairs in this matter is that the most important now is to clarify targets and methodologies, prior to invest in the development of actual solutions. At this level we have proposed a methodology that relies on the separation of different concerns: data transport, data validation and services. We explained why the issues raised in each of these levels are better addressed separately and how such an approach increases the efficacy and cost effectiveness of actual solutions.

The second main focus are services – mostly concerned with the "what for" side of changes brought about by Web technology. Following all the developments around XML and related XML constructs in the last four years, Web services are currently the latest buzzword in the field. It is now clear from all the industry and standard stakeholders activities that Web services will be a foundation for dramatically changing the e-business environment, offering cost effective solutions for what has been for so long the most demanding and expensive side of applied IT – interoperability at the application level for inter-systems transactions.

The library community was among the earliest professional communities to face the need for standards to support interoperability at the application level, therefore benefiting from long experience and deep knowledge about the multiple levels of requirements involved. Namely the perception that most of such requirements go back to the level of data standards quality. We, therefore, called attention to the need for standards concerning the use of XML to handle bibliographic data, with the understanding that XML alone only provides the language, not the dictionary, syntax and semantics that should be known to support XML conversations in a particular domain. Furthermore, we put forward the proposition that such standards should be agreed separately for transport and validation, arguing that this separation may strongly facilitate the implementation of Web services in the library environment. Such standard efforts are essential to make the most of all the benefits that Web services technology has to offer to libraries - benefits which are already being recognized, *e.g.*, in the directions taken by the Z39.50 research and development groups.

It may sound like the main debate regarding these matters is of IT technicalities. In our view it is much more than that. Although tiny technicalities populate these topics, we should not let the details to cloud our perception of the big picture. The big picture is where we can change the business principles, targets and rules. The opportunities that Web technology is bringing in can reshape substantially the "library business", depending on whether or not we pick the right vision and adopt strategies accordingly.

Examples and demonstrations

More details on the **TVS Model**, including XML examples for the different levels proposed, and practical demonstrations of the bibliographic Web services created, can be found at: http://www.bookmarc.pt/tvs.

Notes *(All URLs valid as of April 15 2002)*

[1] First issued in 1998, with the status of a W3 Consortium Recommendation, XML is only the central piece of a much larger set of specifications, on the whole usually referred to as XML technology. In this acceptation, XML is a rapidly expanding technology with an exponentially growing literature. The central reference point is the W3 Consortium: http://www.w3.org/XML/.

[2] The mailing list is *XML4LIB Electronic Discussion* and provides a good forum for exchanging ideas and keeping up with current trends (http://sunsite.berkeley.edu/XML4Lib/). Some sources for bibliography on the topic are *The XML Cover Pages*: *MARC (MAchine Readable Cataloging) and SGML/XML*, by Robin Cover (http://www.oasis-open.org/cover/marc.html); *A Webliography of XML and XML/MARC Related Links*

(http://xmlmarc.stanford.edu/webliography.html) as well as *Medlane XMLMARC*, by Dick Miller (http://xmlmarc.stanford.edu/).

[3] MARC – *Machine Readable Cataloging* – refers generally to library data formats, which may encompass different subsets for bibliographic, authority, holdings, classification and community information; in this paper we refer to MARC meaning mainly bibliographic data formats, of which the most representative at an international level are currently MARC21 (http://lcweb.loc.gov/marc/) and UNIMARC (http://www.ifla.org/VI/3/p1996-1/sec-uni.htm).

[4] The best example is the MARC XML format of the *OAi- Open Archives Initiative* (http://www.openarchives.org/OAI/oai_marc.xsd); Java source code for handling the format is available (http://www.dlib.vt.edu/projects/OAi/marcxml/marcxml.html). Another example of a direct mapping DTD, also with Java source code, is included in *JAMES -Java Marc EventS* - by Bas Peters (http://www.bpeters.com). *MARC.pm*, another software package, in Perl, also introduces a similar format (http://marcpm.sourceforge.net/) . All these formats have in common the fact of being designed for easy processing by computer programs.

[5] ISO 2709:1996 - *Information and documentation -- Format for Information Exchange.* ISO 2709 is the common format for exchange underlying all MARC formats; it consists of a record label, a directory and data fields, with standard characters for separators. (http://www.iso.org/)

[6] For the LoC - *Library of Congress* - MARC DTDs philosophy see: http://lcweb.loc.gov/marc/marcdtd/marcdtdback.html and for examples, files and utilities: http://lcweb.loc.gov/marc/marcsgml.html . The *Danish Bibliographic Centre* (http://www.dbc.dk) and *Portia Systems* (http://www.portia.dk) were producing DTDs for DANMARC and UNIMARC similar to that of LoC, according to a message from Poul Henrik Jørgensen of Portia to the XML4LIB mailing list, May 14th 2001 (see http://sunsite.berkeley.edu/XML4Lib/archive/0105/0023.html). *BiblioML*, sponsored by the French Ministry of Culture, converts UNIMARC fields and subfields into XML elements, whose names reflect their actual meaning masking the tag/subfield identifiers of the original record (http://www.culture.fr/BiblioML). Another example of rich conversion is the *Medlane XMLMARC* experiment (http://xmlmarc.stanford.edu).

[7] The *Dublin Core Metadata Element Set – DCMES* is the most commonly adopted standard for simplified XML conversion (http://dublincore.org/documents/2001/04/11/dcmes-xml/). It is adopted in the *Z39.50 Bath Profile* (http://www.nlc-bnc.ca/bath/bath-e.htm) as the record syntax for *Functional Area C - Cross-domain search and retrieval for resource discovery* (http://www.nlc-bnc.ca/bath/bp-app-d.htm). Recently the Library of Congress started an effort to define an XML schema for MARC21 that would provide an encoding richer than Dublin Core: *MODS - Metadata Object Description Schema* (http://www.loc.gov/standards/mods/).

[8] Z39.50 is used to refer either to *ANSI/NISO Z39.50* or to *ISO 23950* standards, as they parallel the same specifications for the protocol.
ANSI/NISO Z39.50.. Information Retrieval. Application Service Definition and Protocol Specification For Open Systems Interconnection. (http://www.niso.org/standards/resources/Z3950_Resources.html).
ISO 23950:1998. *Information and Documentation. Information Retrieval (Z39.50). Application Service Definition and Protocol Specification.* (http://www.iso.org/)
The Library of Congress is the *International Standard Maintenance Agency* for Z39.50 (http://www.loc.gov/z3950/agency/); the *ZIG - Z39.50 Implementers Group* works for the developments of the standard (http://lcweb.loc.gov/z3950/agency/zig/zig-meetings.html).
Current Z39.50 development efforts seem to converge on the need to adapt the standard to more modern architectures, like Web services, where XML plays a central role at various levels. An initiative is underway called *ZING - Z39.50 International Next Generation* (http://www.loc.gov/z3950/agency/zing/zing.html). The impact of Web services on the future of XML in libraries is discussed in the last part of the present paper.

BEST COPY AVAILABLE

---

[9] See, for example, the resource page *XML database products*, maintained by Ronald Bourret, at http://www.rpbourret.com/xml/XMLDatabaseProds.htm.

[10] The main difference between a DTD and an XML Schema is that the latter uses XML syntax, therefore it does not imply knowledge of any other syntax and will have the same advantages as XML such as extensibility. XML Schema defines how to express structure, attributes, data-typing, etc. of XML documents. *XML Schema* is a W3C Recommendation since May 2001, available at http://www.w3.org/TR/xmlschema-0/.

[11] An overview of Web services is provided by the *Diffuse Project*, sponsored by the European Commision's IST Programme (http://www.diffuse.org/WebServices.html). Web services are a central part of *Microsoft .NET* initiative (http://www.microsoft.com/net/default.asp), which is gaining great impact on software development methodologies. Web services is a topic that begins to appear in library-oriented literature [BURRIDGE, 2001; GARDNER, 2001] but few library projects involving Web services are known so far.

[12] *SOAP* acronym stood originally for *Simple Object Access Protocol*, but the word is now used as the full name of the protocol, since the last revision of the standard. Basically SOAP is a format for requesting services from remote applications through XML. SOAP is a central part of Web services . Current status of the standard can be found at http://www.w3.org/2002/ws/.

[13] *WSDL - Web Services Description Language*. The idea behind WSDL is to make web services self documented for client applications. WSDL is target at software development tools, not at humans. A tool should be able to read a WSDL description of a service and automatically produce most of the client application code needed to access the described service. See: http://www.w3.org/TR/wsdl.

[14] *UDDI* addresses the need for international registries of Web services; it encompasses both the specifications needed to register a service and actual registry services as well. Directories of Web services are a central component of the new paradigm. See http://www.uddi.org/.

[15] *ebXML* (*Electronic Business using eXtensible Markup Language*) is an initiative sponsored by the *UN/CEFACT* and *OASIS* (http://www.ebxml.org/) aimed at making *EDI* (Electronic Data Interchange) semantics available in XML. It consists of a modular suite of specifications especially designed for electronic commerce Web services, including directory of services similar to UDDI. The *Diffuse Project* offers an overview of the ebXML specifications (http://www.diffuse.org/ebXML.html#RR).

[16] For an explanation about how to quickly build client code for a library search Web service see our documentation at BookMARC: http://ptolemy.bookmarc.pt:8001/kb/kb000002.html.

[17] Examples are provided in the *TVS Model* Web page at http://www.bookmarc.pt/tvs/.

References *(All URLs valid as of April 15 2002)*

1. ARMS, C. (2000) Some observations on metadata and digital libraries. *Library of Congress Bicentennial Conf. on Bibliographic Control for the New Millenium, Washington, 2000* [online]. Available at: http://lcweb.loc.gov/catdir/bibcontrol/arms_paper.html.
2. BERNERS-LEE, T. (1998) *Evolvability* [online, up. 2000]. Available at: http://www.w3.org/DesignIssues/Evolution.html.

BEST COPY AVAILABLE

3. BERNERS-LEE, T. (1998a) *Web architecture from 50,000 feet* [online, up. 2002]. Available at: http://www.w3.org/DesignIssues/Architecture.html.

4. BERNERS-LEE, T.; HENDLER, J.; LASSILA, O. (2001). The semantic web. *Scientific American*, May (2001) [online]. Available at : http://www.sciam.com/2001/0501issue/0501berners-lee.html.

5. BRANDT, D.S. (2001) Clarifying XML. *Library Technology*, May (2001) [online]. Available at: http://www.emeraldinsight.com/librarylink/technology/may01.htm.

6. BURRIDGE, B. (2001) Windows NT Explorer: Simple Object Access Protocol (SOAP). *Ariadne*, no 29 (Sept. 2001) [online]. Available at: http://www.ariadne.ac.uk/issue29/ntexplorer/.

7. CAPLAN, P. (2000) International metadata initiatives: lessons in bibliographic control. *Library of Congress Bicentennia. Conf. on Bibliographic Control for the New Millenium, 2000* [online]. Available at: http://www.loc.gov/catdir/bibcontrol/caplan_paper.html.

8. DAY, M. (2000) Resource discovery, interoperability and digital preservation: some aspects of current metadata research and development. *VINE*, 117, pp. 35-48.

9. DILLON, M. (2000) Metadata for Web resources: how metadata works on the Web. *Library of Congress Bicentennial Conf. on Bibliographic Control for the New Millemium, 2000* [online]. Available at URL: http://www.loc.gov/catdir/bibcontrol/dillon.html .

10. DOVEY, M. J. (2000) "Stuff" about "Stuff": the different meanings of metadata. *VINE*, 116 (2000), pp. 6-13.

11. DUMBILL, E. (2001) Building the semantic Web. *XML.com*, 2001.03.07 [online]. Available at: http://www.xml.com/pub/a/2001/03/07/buildingsw.html.

12. EMMOTT, S. (1998) At the event: SGML, XML and databases. *Ariadne*, 18 (Dec. 1998) [online] Available at (http://www.ariadne.ac.uk/issue18/emmott-sgml/.

13. EXNER, N.; TURNER, L. (1998) Examining XML: new concepts and possibilities in Web authoring. *Computers in Libraries*, vol. 18, no 10 (Nov./Dec. 1998) [online]. Available at: http://www.infotoday.com/cilmag/nov98/story2.htm .

14. GARDNER, J. R. [undated] *Exploring What's neXt: XML, information sciences and markup technology* [online]. Available at: http://vedavid.org/xml/docs/eXploring_xmlandlibraries.html.

15. GARDNER, T. (2001) An introduction to Web services. *Ariadne*, 29 (Oct. 2001) [online]. Available at: http://www.ariadne.ac.uk/issue29/gardner/intro.html .

16. GATENBY, J. (2000) *Internet, interoperability and standards: filling the gaps* [online]. Available at http://www.niso.org/press/whitepapers/Gatenby.html.

17. GRANATA, G. (2000) XML e formati bibliografici. *Bolletino AIB*, no 2 (2000) pp.181-191.

18. HINNEBUSH, M. (1998) Z39.50: *Report to the CIC on the state of Z39.50 within the Consortium* [online]. Available at : http://www.cic.uiuc.edu/cli/Z3950/z39-50report.htm.

19. HJØRGENSEN, P. H. (2001*) XML standards and library applications*. Paper presented at *ELAG 2001*.[online]. Available at: http://www.stk.cz/elag2001/Papers/Poul_HenrikJoergensen/Show.html.

BEST COPY AVAILABLE

20. HJØRGENSEN, P. H. (2001a) *VisualCat: cataloging with XML, RDF, FEBR & Z39.50* [online]. Available at: http://www.bokis.is/iod2001/slides/Jorgensen_slides.ppt.

21. HOPKINSON, A. (1998) Traditional communication formats: MARC is far from dead. *International Seminar "The Function of Bibliographic Control in the Global Information Infrastructure"*[online]. Available at http://www.lnb.lt/events/ifla/hopkinson.html.

22. HOUGH,J.; BULL, R.; YOUNG, B. (2000) *Using XSLT for XML MARC record conversion. Discussion paper, v. 0.2*, 16.06.2000 [online]. Available at: http://roadrunner.crxnet.com/one2/xslt_marc_report.pdf .

23. KIM, H.; CHOI, C. (2000) XML: how it will be applied to digital library systems. *The Electronic Library*, vol. 18, no 3 (2000) p. 183.189.

24. JOHNSON, B. C. (2001) XML and MARC: which is right*? Cataloging and Classification Quarterly*, vol.32, no 1 (2001) pp. 81-90. Also available online at: http://elane.stanford.edu/docs/johnson.pdf.

25. LAGOZE, C.; VAN SOMPEL, H. (2001) *The Open Archives Initiative: building a low cost interoperability framework*. Paper presented at the *Joint Conference on Digital Libraries*, Roanoke VA, 2001 [online]. Available at: http://www.openarchives.org/documents/oai.pdf.

26. LAM, K. T. (1998) *Moving from MARC to XML* [online]. Available at: http://ihome.ust.hk/~lblkt/xml/marc2xml.html.

27. LE VAN, R. (1998*) Library experience in online searching: a position paper for the Query Languages Worksop, 1998* [online]. Available at: http://www.w3.org/TandS/QL/QL98/pp/libraryexp.html.

28. MCCALLUM, S. (2000) Extending MARC for bibliographic control in the Web environment: challenges and alternatives. *Library of Congress Bicentennial Conf. on Bibliographic Control for the New Millemium*.[online] Available at: http://lcweb.loc.gov/catdir/bibcontrol/mccallum_paper.html

29. MEDEIROS, N. (1999) Making room for MARC in a Dublin Core World. *Online*, Nov. 1999 [online]. Available at: http://www.onlinemag.net/OL1999/medeiros11.html.

30. MILLER, D. R. (2000) XML: libraries' strategic opportunity. *Library Journal. NetConnect, Summer 2000* [online]. Available at: http://www.libraryjournal.com/xml.asp .

31. MILLER, D. R. (2000a) *XML and MARC: a choice or a replacement?* [online]. Paper presented at *ALA Annual Conf. 2000*. Available at: http://elane.stanford.edu/laneauth/ALAChicago2000.html.

32. MILLER, D. R. (2002) *Adding luster to librarianship: XML as an enabling technology* [online]. Available at: http://elane.stanford.edu/laneauth/Luster.html.

33. MOEN, W. (2000) Resource discovery using Z39.50: promise and reality. *Library of Congress Bicentennial Conf. on Bibliographic Control for the New Millemium* [online]. Available at: http://lcweb.loc.gov/catdir/bibcontrol/moen.html.

34. MOEN, W. E. (2001) *Improving Z39.50 interoperability: z39.50 profiles and testbeds for library applications.* Paper presented at the *67th IFLA Council and General Conference, 2001* [online]. Available at: http://www.ifla.org/IV/ifla67/papers/050-203e.pdf.

BEST COPY AVAILABLE

35. MOTTA, S.; URSINO, G. (2000) XML su tecnologia MOM: un nuovo approccio per i software delle biblioteche. *Bolletino AIB*, no 2 (2000) pp.195-203.

36. PREMINGER, M.; HOLM, L. (1997) *MARC conversion: a practical approach* [online]. Paper presented to the *Library Systems Seminar, Gdansk, Poland, June 1997. Available in the* ELAG Archive, at: http://www.kb.nl/coop/elag/elag97/papers/marc_art.htm.

37. PRICE, G. (2002) The invisible Web [online]. Paper presented to the *Internet Librarian International 2002*, London. Available at: http://www.freepint.com/gary/ili2002.htm.

38. QIN, J. (2000) Representation and organization of information in the Web space: from MARC to XML. *Informing Science,* vol. 3, no 2 (2000) [online]. Available at: http://inform.nu/Articles/Vol3/v3n2p83-88.pdf .

39. SPERBERG-MCQUEEN, S. (1998) *XML and what it will mean for libraries.* [online] Available at http://tigger.uic.edu/~cmsmcq/talks/teidlf1.html.

40. VAN DE SOMPEL, H.; LAGOZE, C., *eds.* (2001) *The Open Archives Initiative Protocol for Metadata Harvesting. Version 1.1, July 2001* [online]. Available at: http://www.openarchives.org/OAI_protocol/openarchivesprotocol.html.

41. VAN HERWIJNEN, E. (2000) *The impact of XML on Library procedures and services* [online]. Available at: http://lhcb.web.cern.ch/lhcb/~evh/xmlandlibrary.htm.

42. W3 CONSORTIUM (2001) *Semantic Web Activity Statement* [online]. Available at: http://www.w3.org/2001/sw/Activity.

43. ZAGALO, H.T; MARTINS, J.A.; PINTO, J.S. (2001) Design and development of a virtual library and a SOAP/Z39.50 gateway using Java technologies. *Proc. SPIE*, vol. 4521, p. 52-61. Paper can be requested at SPIE Web (http://spie.org/).

44. ZIG *Z30.50 Implementors Group (ZIG) Meetings* [online]. Available at: http://lcweb.loc.gov/z3950/agency/zig/zig-meetings.html.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 012-096-E
Division Number: VI
Professional Group: Women's Issues
Joint Meeting with: -
Meeting Number: 96
Simultaneous Interpretation: -

Women, democracy and participation in the information society

Louisa Mayer
General Manager of Educational Services
Tshwane Metropolitan Library and Information Services
Pretoria, South Africa

---

1. INTRODUCTION

She was approximately seventeen years old and about seven months pregnant. A two-year-old toddler was peeping out behind her tattered dress. In a shy whisper she asked me: "Do you perhaps have books with pictures where I can see where babies are coming from." It was at this exact moment that I realised the intensity of the information and education task we as Librarians in post-apartheid South Africa are facing, especially towards the women of this wonderful Country.

This happened four years back. Margaret is currently employed as a councilor specializing in assisting abused women. She attended the Literacy, Sex education and HIV/Aids education classes offered by the Community Library and Information Services. She is a regular visitor to the nearby Municipal Clinic and receives free contraceptives. She was referred by the Library Services to an institution providing Free Legal Aid to abused women and is currently receiving maintenance from the fathers of both her children. Both her children attend all the reading hours, educational activities and holiday programmes offered at their local Library. They are well cared for children, bright and eager to learn.

Margaret told me later that it took all her courage to visit the Community Library and Information Service, as she perceived it as a place only to be visited by the literate and wealthy, but she was desperate to change her life of poverty and ignorance.

2. WOMEN IN SOUTH AFRICAN SOCIETY

South Africa can easily be one of the countries in the world with the largest percentage of abused and discriminated against women. It is surely also one of the Countries with the bravest and strong-hearted women.

The following statistics speak for themselves:

- ☐ One adult woman out of every six in South Africa is currently assaulted by her partner
- ☐ Research carried out in Soweto in 1994 found that one in three women attending a clinic for any reason had been battered at some time by her husband or boyfriend
- ☐ At least one woman is killed by her partner every six days in South Africa
- ☐ One in three girl children will be sexually assaulted before the age of 18, and one in eight boys will be sexually assaulted
- ☐ An estimated million women are raped annually in South Africa – approximately one rape every 35 seconds
- ☐ More than 60% of the population is illiterate or semi-literate, the majority hereof being women
- ☐ The average age at which a girl gives birth is sixteen
- ☐ The number of babies born with the HIV/Aids virus has increased with 65% during the last ten years.
- ☐ More than 15 million adults are estimated to have HIV/AIDS on the African continent, 64% of the world's total positive population
- ☐ Close to 8 million African women are HIV positive, compared with 10 million women infected worldwide
- ☐ Female-headed households have 50% higher poverty rate than male-headed households

Women are more vulnerable to abuse, HIV infection and subsequently poverty because of their status in South African Society. The birth of true Democracy in South Africa in 1994 did not mean total democracy for especially the African women. Because women in South Africa, and single mothers in particular, are often economically disadvantaged, their access to health care and information in general is compromised. Distribution points for free condoms such as clinics and schools are lacking in areas where poverty is rife, especially rural areas. Poor women have less access to information and resources that will help them make informed choices in life.

It is however not only economically and political disadvantaged women that are affected by the lack of status. Until recently all women in South African Society were, and still are, marginalized by the mere fact of their sex, both at home and in their careers. Although definite steps are in place to achieve not only racial equity, but also gender equity, there still exist a large degree of gender discrimination against females of all races. Women tend to find themselves clustered in junior, part-time and temporary positions, often without access to technological information and or time to educate themselves or to be trained in information technology.

3. BREAKING BARRIERS: THE ROLE OF THE COMMUNITY LIBRARY AND INFORMATION SERVICE IN SOUTH AFRICA

Community Library and Information Services in South Africa are playing a vital role in empowering especially women by ensuring that they are informed and able to take financial care of themselves. The ongoing circle of poverty, illiteracy and disease can only be broken by getting women to really and actively participating in the information society as the influence of the mother on a child is the only factor really impacting on transforming a society. Policies, legislation, programmes etc can attempt to empower a society, but true participation and empowerment can only come from inside a society and an individual.

Community Libraries in South Africa are increasingly becoming the link between the "uneducated individual" and the information highway. Community Libraries are fulfilling the vital role of addressing community needs on a very basic level, making it less fearful and daunting to access information than on a more formal level.

It is firstly necessary to have a clear view of the barriers preventing easy access for women to information in general:

3.1 Barriers experienced in information delivery to women

- Lack of time
- Lack of financial resources
- Lack of access to training
- Illiteracy
- Technological illiteracy
- Fear of technology
- Crime
- Language barrier
- Lack of telephone and information infrastructure
- Lack of effective channels of communication
- Public Libraries perceived to be a luxury and not a basic right
- Views of women as being intellectually inferior
- Women perceived as having a second-class status
- Lack of self-worth and self trust
- Lack of interest
- Women are unaware of the value of information and knowledge
- Lack of support from partners and families
- Lack of a culture of reading and learning

These are but a few barriers that have to be broken. The situation is further complicated by the fact that the status of the Community Library and Information Service in South Africa is not perceived as to be of great importance. No legislation exists enforcing the rendering of Community Library and Information Services. Budget cuts firstly affects this specific service delivery while demands on the service from the community is ever increasing. Alternative and innovative ways have to be found to address the ever changing and increasing needs of the communities.

Service rendering has to change from being book focussed to finding other ways of information dissemination as the South African currency is plunging drastically. Very limited resources are available to concentrate on empowering women in the information world, as there are always more visible priorities to attend to.

3.2. Finding ways to break barriers

The Tshwane Community Library and Information Services have come a long way towards breaking these barriers. The Library Service has moved, and is still moving rapidly away from the traditional western Library service delivery and is breaking ground in finding a true South African model of service delivery, concentrating on the diverse cultural needs of all citizens in order to satisfy all information needs.

3.2.1. Provision of information services

Special emphasis is given to information dissemenation concentrating on women's needs. This information is available on a basic level and attempts to provide quick and effective answers and guidance with everyday real life problems:

- Survival information
- Business information (entrepreneurial information)
- Legal information
- Community information
- Municipal services
- Career information
- Job opportunities
- Housing opportunities
- Heritage information
- Health issues
- General enquiries
- Information packages
- Research projects

In order to make information accessible to especially women, it is firstly essential to reach the women, to make them aware of the importance of information in their lives. It is not viable to wait for a women to approach the Community Library, as in most cases due to all the reasons listed above and more, she will simply not come. It is therefore very important to form and utilised network of stakeholders and to infiltrated the community on all levels:

Some examples of such stakeholders are:

- Formal and informal educational institutions
- Church groups
- NGO's
- Governmental bodies
- Womans associations
- Shebeens (Local pubs)
- Places of work

3.2.2. Support to Education

Educational services enable people to educate themselves. Services are:

- Educare
- Support to formal education
- Adult-Basic Education
- Provision of study facilities
- Informal education
- Youth services

The Commubnity Library is further putting emphasis on providing support to education. 40% of women in the Greater Tshwane area is illiterate or semi litterate. All attempts are made to allow people to educate themselves. Literacy training, Life skills and Adult Basic Education programmes are offered in partnership with stakeholders, reaching over 2000 learners per month. 89% of these learners are women between 30 and 90. These programmes concentrates on entrepreneural empowerment in order to assist the learners to become economically self sustainable and independant from abusive home environments.

3.2.3. The establishment and maintenance of a reading and learning culture

One of the most important barries is the lack of a culture of reading and learning. The verbal tradition in early African society has kept folklore and heritage alive. With Colonisation and the urbanilisation, this verbal transition from the elderly in the community is ending. With no access to books and other information material especially in rural areas, a very limited culture of reading exist. The access to television and computers in the urban areaas futher enhances this problem. The youth therefore has no sense of self education and the value of information. Linked to the tendency that females are undereducated, this leads to a real problem as women are not able to install a culture of reading and learning in their children.
Regular awareness programmes like marches for literacy are initiated. During 2001 a total of more than 30 000 people were involved this way. Reading circles and programmes exists not only for children, but also for elderly and illiterate women. Books on tape are increasingly popular were a group of women get togehtr to listen to these tapes while they are tought knitting or crocheing.

3.2.4. Outreach activities and programmes

The following key areas should be kept in mind when outreach activities are rendered and programmes are presented:

- All activities and programmes should be presented as fun and non threatening.
- The Libraries itself should be as undaunting as possible.
- The status and dignity of the most uneducated and poor participant should maintained at all times.
- Provision should always be made for child care
- Access to activities should be easy (financially and physically)
- Time constraints should be taken into account
- Level of entrance should be relevant to the average litteracy rate and economic environment of the immediate community

The following very succesfull regular programmes are currently in place, reaching approximately 20 000 women on a monthly basis :

- Born to Read programme
- Basic and advanced literacy training
- Entrepreneurial activities and training
- Cultural development activities
- Interest groups for teenage mothers and mothers to be
- Extensive HIV/AIDS awareness campaigns
- Reading circles for aged women
- Feeding programmes
- Counsilling in women related matters with stakeholders
- Practical instructions on various projects
- Exhibitions on relevant topics
- Skills workshops

In all cases the empahsis is on easy and relaxed way of self education. Only when the women are comfortable with accesing basic information and attending regular sessions, attempts are made into progressing into a more advance stage of formal access to ICT. Computer classes, providing friendly access are offered by way of public private partnerships. Lack of funding for virtual villages are however extremely limited and this stille poses as one of the major barriers into empowering women and the whole community in information technology.

4. CONCLUSION

South Africa has just celebrated eight years of democracy and freedom on 27 April 2002. The Country has come a long way, but women have still not found true democracy and independency. As long as every newspaper daily reports on rape of women and children, AIDS deaths etc. etc. this country will not be truly democratic. As long as women are forbidden by their partners to use contraceptives, as long as women do not know where babies coming from because they are denied access to basic information, women will not be truly citizens of this country.

The women of South Africa are however strong. Women of all races are standing together, utilizing all the opportunities coming their way in order to ensure that their children have that have been denied to them for a very long time, that is the power of being informed.

The Tshwane Community Library and Information Service is committed towards empowering women and the children of this Country by providing access to information and teaching women the power and joy of being informed.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**013-096-E**
Division Number:	**VI**
Professional Group:	**Women's Issues**
Joint Meeting with:	**-**
Meeting Number:	**96**
Simultaneous Interpretation:	**-**

Women and the Information Society: barriers and participation

Anne Goulding and Rachel Spacey
Reader in Information Services Management
Loughborough University
Loughborough, England

Abstract:

The development and use of communication and information technologies, notably the Internet, have stimulated huge changes in the organisation of work and daily life in Europe, leading to a process of transition from the "Industrial" to the "Information" society. The ultimate aim of the Information Society should be the empowerment of all its citizens through access to and use of knowledge but at present some people, including women, are more distant than others from the opportunities presented by the Information Society. Thus, although the Internet has been hailed as an emancipating and democratising force it is not gender-neutral. Evidence of a gender imbalance in the use of the Internet threatens the vision of a democratic space to which everyone has equal access and in which everyone is equal. This paper reviews the literature on the topic of women, the information society and the Internet. It also presents selected results of Masters research projects undertaken in the Department of Information Science at Loughborough University. Specifically, the paper discusses female access to the Internet and explores some of the barriers that may prevent women having the same access as men. It also examines differences in male and female Internet use. The point is made that, very often, the negative aspects of the Internet for women are emphasised but stresses that there are, in fact, positive reasons for women to use the Internet and advantages to this method of computer mediated communication for women. Finally, the concept of Cyberfeminism is discussed. It is concluded that although there are negative sides to the technology, women must engage with the Internet if they are to help shape the Information Society.

BEST COPY AVAILABLE

Introduction

The development and use of information and communication technologies (ICTs), notably the Internet, have stimulated huge changes in the organisation of work and daily life in developed countries, leading to a process of transition from the "industrial" to the "information" society. One of the essential characteristics of information societies is a high level of information use among the general public (Moore, 1999). This means that everyone should have access to information for their own social, economic, political and cultural development. As Dearnley and Feather (2001) point out, information technology does not define the information society nor is the information society merely computing and associated activities such as the Internet. Nevertheless, ICTs do offer huge opportunities for improving the ways that communities and individuals operate by providing alternative, universal and often cheaper ways of accessing and disseminating information, and the Internet, in particular, has had a huge impact on the development of the information society.

The ultimate aim of the information society is the empowerment of all its citizens through access to and use of knowledge, but there is concern that some people, including women, are more distant than others from the opportunities presented by the changes being wrought by ICTs. Thus, although the Internet has been hailed as an emancipating and democratising force, it is not gender-neutral and it has been suggested that the information society is becoming increasingly divided into information 'haves' and 'have nots' with women, particularly immigrant women, minority women, women with disabilities, women in poverty and older women lacking the information resources available to others (see, for example, Houdart-Blazy, 1996). In contrast to this perspective, other commentators have drawn attention to the potentially liberating nature of the Internet for women (for example, Bahdi, 2000), arguing that through ICT women have the opportunity to network on a global scale and become in involved in society and community development in new ways.

This paper explores issues surrounding women and the Internet, and includes the results of Masters research projects undertaken at Loughborough University (Spacey, 2000; Heimrath, 1999). Issues of use and access will be explored as will the advantages and potential of the Internet as a networking tool for women. Finally, the concept of Cyberfeminism will be discussed.

Women and Internet Access and Use

A variety of research reports and surveys throughout the 1990s and early years of the 21st century documented the digital gender divide, discussed the difficulties faced by women in accessing the Internet and also explored subtle differences in male and female use of the technology.

Access

According to the latest figures from the UK's National Statistics Office, British men are more likely to have used the Internet than women(National Statistics, 2001). 57 per cent of men had used the Internet compared with 45 per cent of women. Intra-gender differences are of interest, however. According to NOP, among 15-25 year old Internet users females outnumber males, suggesting that younger women at least are comfortable with the technology (Kinnes, 1999). Although, the 'chickclick' phenomenon has apparently arrived in the UK (O'Rouke, 1999), the experiences of older women who have received less IT training and familiarity through education have not been well documented. It is important, therefore, not to be essentialist when considering women's use of the Internet because an individual woman's use of, and attitude towards, the Internet is dependent on a number of variables. Not *all* women lack the computing experience, confidence, skills and access to engage with the information society, indeed, some women have better access to the facilities and are more at ease with the technology than some men. While these differences must be analysed, we can surmise that, *as a whole*, women are in danger of being disempowered compared to men because of a variety of barriers that prevent women accessing and using the Internet to the same extent as men.

Barriers to women's Internet use

Women's Internet access is increasing, therefore, but a number of difficult and stubborn obstacles remain.

Time and money

Finance and time are barriers of a very practical nature that may prevent women accessing the Internet. Resnick (1995) found that, "the biggest barriers to women going online are time and money". Women generally have less disposable income than men and, in the UK, earn just 82 per cent of men's hourly earnings (Women and Equality Unit, 2002). The costs of going online can be more of a barrier for women than men, therefore. Finance may not be the insurmountable barrier it once was, however. The prices of computer hardware and Internet Service Provider (ISP) costs are falling and women now do not need to own a computer or pay an ISP for access at home as the Internet can be accessed in many public spaces including public libraries, Internet cafes and even supermarkets. In the UK, the UKOnline Centres initiative aims to provide access to ICTs in local, community-based sites including Internet cafés, public libraries, colleges, community centres and village halls (UKOnline Centres, 2002). The centres also offer training and support for new users which is essential for those lacking confidence in the use of ICT - another major barrier for those wary about using the Internet or even entering an unfamiliar public space. For those of us in developed countries, access to ICTs is generally not the problem it once was, then, although we should not forget that some members of society do not have access for a variety of reasons. It is also important not to generalise from a Western perspective and to realise that for those in developing countries, in particular, there are various barriers that need to be overcome before use of the Internet is widespread including the expense of connections and the lack of telephone lines and electricity. *Women@Internet* (Harcourt, 1999), an edited volume of contributions exploring women's use of the technology around the globe, gives an excellent overview of the potential power of projects using the Internet worldwide, but also highlights concerns relating to lack of access or inequitable access.

Even if a woman has access to a computer in her household or at hand, the lack of time to go online can be an obstacle to use. Married or partnered women still generally work a double-shift of paid work and domestic or caring responsibilities. All the surveys conducted over the last decade continue to indicate that women, even those with full-time paid employment, are still responsible for the bulk of the work of the household. With so many demands on their time, it is clear that women have less spare time than men to surf the Web. Furthermore, Spender suggests that women do not view using the Internet as a leisure pursuit as men do (Spender, 1995). This assertion is supported by other researchers in the area who argue that women view computers and their applications as tools but not as a leisure activity (see, for example, Martin, 1998 and Cunningham, 1994). So it seems that even when women can find the time to access the Internet and become proficient in its use, they might not necessarily see a purpose for it. As an article in the Washington Post reasoned, "It's not that going on-line is too complex a task for women [....] to master. It's that they have yet to find much in the way of useful and compelling benefits for doing so" (Maier, 1995).

Lack of confidence

The relationship between gender and computers has been much researched. It is argued that a variety of forces and pressures mean that women's relationship to ICT is often characterised as 'problematic' (Shade, 1998). Social stereotyping, for example, can give girls the impression that computers are not for them whilst negative school experiences can discourage females pupils from pursuing an interest in computers. Forces such as these can lead women to feeling under-confident and reluctant to use ICT. In a 1996 study of female university students, Ford and Miller found that whilst the men in their sample enjoyed "browsing around the Internet", the women seemed "relatively disenchanted with the Internet, generally feeling themselves unable to find their way around effectively" (Ford and Miller, 1996). Although this study is now some years old, the issue of under confidence or reluctance to engage with technology can still be a problem for women, especially when their experiences of using the Internet is a negative or damaging one due to the problem of 'flaming' and/or computer pornography.

Negative experiences of the Internet

The literature identifies a number of facets of Internet culture that may deter women from going online including male monopolisation of discussion lists and bulletin boards and the flaming and harassment of females users by male users. Dale Spender (1995) devotes a whole chapter to the "male menace on the superhighway" in her book giving an overview of issues surrounding women and the Internet. Spender's earlier works on *Man-made Language* (Spender, 1985) and *Invisible Women* (Spender, 1982) are well known and in *Nattering on the Net* (Spender, 1995) she extends her argument that men dominate both linguistically and in conversation, to a study of male and female interaction on the Web. She asserts that, if anything, male domination is worse in cyberspace than in the real world. The results of We's study support Spender's argument (We, 1994). She published the results of a participant count on three feminist newsgroups. Since feminist issues were not expected to be of great interest to male Internet users, female participation was expected to be overwhelming. It was found, though, that males dominated even on these female-oriented lists - up to 80% of posting were from men. This led We to conclude that on "almost any open network, men monopolize the talk" (We, 1994). Another study of gender differences in computer-mediated communications found that on the exceptional occasions that women did post more messages than men on a list, the men became hostile and angry, threatening to unsubscribe from the list because they felt they were being silenced (Spender, 1995).

Herring also investigated the phenomenon of flaming in a study investigating the differing online communication styles of men and women (Herring, 1994) and found that whilst men accepted flaming as a regular feature of academic life, women reacted with aversion. Sutton argued that men consider flaming acceptable behaviour and because they dominate in cyberspace, they make the decision about what is appropriate (Sutton, 1996). Women, on the other hand are likely to be upset by "violations of politeness", according to Herring and therefore become discouraged from using Internet services such as discussion lists and newsgroups when they encounter behaviour which distresses them (Herring, 1994). Whilst flaming can be unpleasant and distressing, it is not the only form of intimidation that female Internet users may encounter. Harassment via email and in Internet chat rooms is also common. The amount of pornography on the Internet has also received a lot of attention and is frequently cited as a factor that deters women from going online. In one user survey, nearly 10 per cent of women said that pornography was their greatest concern related to the Internet compared with just 3 per cent of men (GVU, 1998). Women can be dissuaded from using the Internet, therefore, because of the male-oriented culture and behaviours associated with it including male monopolisation of discussion lists and bulletin boards and the harassment of female users.

Women's use of the Internet

Despite the problems listed above, there is an increasing number of women going online but whilst the proportion of female Internet users is clearly increasing, subtle gender differences are still apparent in the extent and purpose of use of the medium. An Australian study found that that the most pronounced differences in the use of Internet services were in the following areas:

- "surfing the Net" (80% of males compared with 69% of females);
- use of trading tools (23% vs. 14%);
- accessing news (58% vs. 38%);
- looking at sexual content (25% vs. 6%); and
- transaction processing such as banking and paying bills (36% vs. 25%). (Australian Broadcasting Authority, 2001)

The American *Internet Life Report* (Pew Internet & American Life Project, 2000) found that women were more likely to search for health/medical information, job information and religious or spiritual information. Somewhat surprising, women in this survey were also more likely to play games online. Men were more likely to search for news, financial information, product or service information, information about a hobby or interest, political information and sports information. They were also more likely to sell and buy stocks and shares and participate in online auctions. With other general Internet shopping, though, there was very little difference between the sexes.

The *Internet Life Report* was primarily concerned with how women use the Internet to maintain relationships with family and friends. The report concluded that, "women have used email to enrich their important relationships and enlarge their networks" (Pew Internet & American Life Project, 2000). Email certainly seems to be a strong attraction of the Internet for women. In 1995, Resnick concluded that "communications ranks highest on women's online agenda" as her study found that emailing friends and family was the Internet feature used most by women (Resnick, 1995). Another 1995 study also found a high use of email; 30 per cent of respondents said it was their main reason for going online whilst 33 per cent cited research (Sherman, 1998). The academic nature of Sherman's sample probably biased the results of her survey but, nevertheless, the ability to use email appears to be a strong attraction of the Internet for women and although men also use this facility, "women cite the benefits of email more frequently than men do" (PR Newswire, 2000).

This discussion of women's use of the Internet and, in particular, the focus on women's attachment to email, gives some indication of why the Internet has the potential to be a powerful tool for women.

Potential of the Internet for Women

As we have seen, women engage with the Information Society through the Internet in a variety of contexts (at home, through public access points and at work) and for a variety of reasons (leisure, citizen participation, work and consumerism). There is, however, a tendency to emphasise the barriers that women face which prevent them participating fully in the Information Society without acknowledging that the Internet can offer women the opportunity to become involved in new ways, empowering groups which have been under-represented in the past. Through the Internet, women can express themselves anonymously. It also presents them with new opportunities to develop and participate in additional forms of communication and organisation, creating mechanisms of information interchange and dissemination that encourage support and solidarity. A study at Loughborough University (Spacey, 2000) investigated the role of the Internet as a feminist tool and selected results are presented below alongside consideration of other literature in the area.

Woman-friendly

Of the 100 respondents to the Loughborough study, 70 considered the Internet to be a woman-friendly resource (11 felt it was not and 18 did not know). For many, the feeling of control that the Internet gave them was the principal benefit. As one respondent commented, "I'm in control of where I go, what I see, who I talk to". The anonymity afforded by cyberspace was also considered very attractive. McCulley and Patterson (1996) found that electronic communication was viewed positively by women because it reduced their worry that they would be judged by their physical appearance. This notion was echoed by survey respondents, one of whom commented, "people are forced to judge you on what you say alone" whilst others agreed that the Internet can overcome gender prejudice because others do not know your sex.

Networking and access to information

Traditionally, the women's movement has made extensive use of networking. The costs of traditional forms of networking can be a problem, but electronic communication offers women a dynamic, efficient and rapid means of contact. The Internet thus makes it possible for women all over world to participate in virtual communities and to converse and share news, information, experience, knowledge, support and advice. This could enhance women's full and equal participation in all aspects of society. Although the negative aspects of the Internet for women are often emphasised, feminist research has also celebrated the positive aspects of the Internet, viewing it as a complimentary means of communication alongside the telephone, fax and even letter writing. As Gittler notes, "Information and communications have always played a vital role in the global women's movement. Electronic communications are facilitating women's networking and advocacy in ways not previously possible" (Gittler, 1999). It is even argued that the Internet has advantages over and above these more conventional means of contact because of its power to connect women all over the globe in a matter of minutes, women who would probably never have the opportunity to meet anywhere apart from in cyberspace. According to some observers, the Internet has brought us to "a new age of discovery by women about women" (Youngs, 1999) as women with very different lives can be in contact. An action research project in Australia, for example, established an electronic discussion group which linked women in rural and urban areas, giving rural women information they would otherwise have had difficulty accessing and giving women in urban areas the perspective of those in rural districts (Lennie et al, 1999). The Internet thus creates opportunities for dialogue, exposing women to the issues and perspectives of other women living and working thousands of miles away. As Bahdi suggests, "the Internet creates the possibility for an expanded dialogue between women" (Bahdi, 2000).

The Internet therefore enables campaigns to be mobilised, information and knowledge to be disseminated and personal experiences to be shared. Email, for example, can help female users overcome geographic and social isolation. As one respondent to the Loughborough study argued, women are generally less mobile than men but the Internet can be accessed from home, opening up the possibility of virtual contacts and making vital information accessible. Bahdi suggests that one of the main ways in which the Internet empowers women is by giving them enhanced access to information about their rights (Bahdi, 2000). The respondents to the Loughborough study suggested that, through the Internet, information could be found on women's activities that were not reported in the mainstream media. Thus, the Internet reduces isolation and enables women to keep informed of activities and issues of which they might otherwise be unaware.

Feminist activity

For Youngs, the Internet has radical potential,

"the new links offer women on an international basis new knowledges about one another and collective communicative opening to share experiences, views and goals and to strategize. The shared characteristics of such endeavours are potentially transcendent in a number of ways. And it can be argued that they represent consciousness-raising possibilities in new transnational settings" (Youngs, 1999).

There are countless examples of this radical potential translated into reality as women around the world use electronic discussion lists, newsgroups, projects and conferences to communicate with other women, share experiences and learn from one another. The Internet could thus be viewed as an important feminist medium and tool for effecting social change as it can empower and promote dialogue between women, giving public voice to women's interests:

“Every campaign feminists have ever thought of is present on the Internet. From what to do and who to contact for help in the case of sexual assault, to networks of women living in remote area, to campaigns about education or violence, to networks of lesbians, Women’s Studies scholars, women’s organisations, environmentalists; and the possibilities are endless” (Hawthorne and Klein, 1999).

This was certainly recognised by many of the respondents to the Loughborough survey, one of whom felt that a principal advantage of the Internet was that it “puts women in touch with other like-minded individual; somehow the connotations of this is more liberating for women”. With specific reference to feminism, respondents felt that the Internet was useful because women’s groups could share information and collaborate on projects. McCully and Patterson argue that, “The Internet will provide the nearest approximation our society can offer to a mass meeting of feminists” (McCulley and Patterson, 1996) and some feminists are even hopeful that the Internet will prove to be the tool that facilitates a revival in feminist activity and interest. As one respondent to the Loughborough survey stated, “I think the Internet has great potential in linking women together and being used as a feminist tool. I can foresee the Internet as a mechanism in a third wave of feminism.”

A Web site of one’s own

The Internet also enables women to participate in the Information Society in another way. Publishing, traditionally a 'Gentleman's profession', has now become much more accessible to women via the World Wide Web. The Internet offers women the opportunity to express themselves freely and “creates a public space for women’s interests” (Bahdi, 2000). Women can use Internet publishing tools to develop their own publishing and media activities on the networks and, in contrast to the mainstream media, create gender-sensitive media products. These alternative communications outside the conventional media have the potential to counteract discrimination and stereotyping. Using Internet technology, therefore, women have created and used alternative communication channels to support their campaigning efforts, defend their rights, disseminate their own forms of representation and question dominant models of mainstream culture. Bahdi, for example, celebrates the power of the Internet for bringing women’s issues to the attention of the mainstream:

“If the international community is slow to respond to women’s global disadvantage largely because of the exclusion of women’s voices from the public world, then the Internet is helping to bring women’s voices into public space.” (Bahdi, 2000)

Cyberfeminism

In the Loughborough survey, the following definition of Cyberfeminism was given:

“Cyberfeminism is a philosophy which acknowledges, firstly, that there are differences in power between women and men specifically in the digital discourse; and secondly, that Cyberfeminism wants to change this situation.” (Hawthorne and Klein, 1999)

According to this definition, Cyberfeminism recognises that, for a variety of reasons, men and women are treated differently in cyberspace and this must be addressed. Some of the respondents to the Loughborough survey had difficulty with the above definition or the term ‘Cyberfeminism’ itself but 41 per cent of respondents identified themselves as cyberfeminists and commented further on a number of aspects of Internet access and use which they felt encapsulated the spirit and aims of Cyberfeminism. For some, encouraging other women to learn to use the Internet and to make best use of the services it offered was an important feature of Cyberfeminism, both as an essential source of information for women and so that women’s interests are taken into account. One respondent noted:

"I keep trying to get women and women's groups to develop their use of the Internet, their interest for Internet issues, their culture to include technology and get their daughters to do the same, so women could contribute to the development of ICTs".

Some of the respondents agreed that women face obstacles in using the Internet, as stated in the definition given, often due to different socialization and educational experiences. The issue of male-centred design and male domination of the Internet was also considered an obstacle to women's use, one that some respondents hoped Cyberfeminism would help overcome:

"I feel strongly that I am carrying on my feminist work by making space for women in the most male-dominated areas of the Internet technology world."

Publishing sites on the Internet with a feminist or at least a female-oriented focus was considered part of Cyberfeminism and was seen as important to try to change the perceptions of both men and women and show that women are welcome in cyberspace:

"I think that creating relevant, women-friendly sites and linking up with each other is a very effective way of launching our own protest against the anti-women sites on the Web"

For some respondents, it was particularly important that sites devoted to women's culture were created "as a counter-culture to patriarchal sexist cultures".

Cyberfeminism was also taken as a term to explain feminist activism undertaken via the Internet and respondents offered numerous examples of this activism including bulletin boards, discussion lists, circulating electronic petitions and the development of Web pages for women's organisations. There has been concern expressed, however, that feminist activity undertaken on or via the Internet may distract women away from 'real world' feminism, as Millar commented:

"Can organizing in Cyberspace result in social change in the real world? Or does prolonged use of these technologies simply sap our energies?" (Millar, 1998)

Other doubts about the value of the Internet for women have been raised too. Hawthorne (1999), for example, stressed that "connectivity is not everything" and although she recognizes the benefit of the Internet for mobilizing support for campaigns and activism, she also understands that there is an ulterior motive behind the call for women to be connected, namely profit.

Conclusion

Although the Internet began as an instrument of the powerful, as Bahdi argues, the marginalized are now harnessing the technology to promote diverse causes (Bahdi, 2000). Women and feminists have not been slow to recognise the potential power of the Internet for information dissemination, gathering and sharing and for connecting with like-minded people in the pursuit of common objectives. There are still some formidable barriers to overcome in increasing women's use of the Internet and ensuring that they participate fully in the Information Society. Some of the more obvious problems have been discussed above but there are other quite fundamental issues to address, such as the question of language. Web site design can also be a factor rendering some Internet content inaccessible to a large proportion of women worldwide.

Despite the difficulties, women must engage with the technology now if they are to have a say in shaping the Information Society. Women have been excluded from important aspects of society and governance for many centuries; information society technologies could reinforce that marginalization if women do not master the technology and speak out about the future of the Information Society. Although there are concerns about commercialism, explicit, misogynist content and the power of the Internet to homogenize, on balance it is probably more dangerous for women to be excluded altogether than to try to work within a male-dominated electronic environment. Hopefully, by engaging with it we can change it for the benefit of women all around the world.

References

Australian Broadcasting Authority, 2001. *Australian Families and Internet Use.* (http://www.aba.gov.au/internet/research/families/index.htm).

Bahdi, R., 2000. Analyzing women's use of the Internet through the rights debate. *Chicago-Kent Law Review*, Vol. 75, No. 3: 869-897.

Cunningham, S. J., 1994. Guildelines for an introduction to networking: a review of the literature. *The Arachnet Electronic Journal on Virtual Culture*, Vol. 2, No. 3.

Dearnley, J. & J. Feather, 2001. *The Wired World: an introduction to the theory and practice of the information society.* London: Library Association Publishing.

Ford, N. & D. Miller, 1996. Gender differences in Internet perceptions and use. *Aslib Proceedings*, Vol. 48, No. 7/8, 183-192.

Gittler, A. M., 1999. Mapping women's global communications and networking. In: W. Harcourt, ed. *Women@Internet. Creating new cultures in Cyberspace.* London: Zed Books.

GVU, 1998. The GVU 10th User Survey. (http://www.gvu.gatech.edu/user_surveys/survey-1998-10/)

Harcourt, W., ed., 1999. *Women@Internet. Creating new cultures in Cyberspace.* London: Zed Books.

Hawthorne, S., & R. Klein, eds., 1999. *Cyberfeminism.* Melbourne: Spinifex Press.

Hawthorne, S., 1999. Unstopped mouths and infinite appetites: developing a hypertext of lesbian culture. In: Hawthorne, S., & R. Klein, eds., 1999. *Cyberfeminism.* Melbourne: Spinifex Press

Heimrath, R., 1999. *Internet Perception and Use: a gender perspective.* MA dissertation, Department of Information Science, Loughborough University.

Herring, S., 1994. Gender differences in computer-mediated communication: bringing familiar baggage to the new frontier. (http://www.cpsr.org/cpsr/gender/herring.txt)

Houdart-Blazy, V., ed., 1996. *The Information Society. A challenge for women.* Women of Europe dossier no. 44.

Kinnes, S., 1999. Domain of women. *Sunday Times Magazine*, 19th September: 55-57.

Lennie, J., M. Grace, L. Daws & L. Simpson, 1999. Empowering Online Conversations: A Pioneering Australian Project To Link Rural and Urban Women. In: W. Harcourt, ed. *Women@Internet. Creating new cultures in Cyberspace.* London: Zed Books.

Maier, F., 1995. WOMEN.NOTFRANMAIER. *Washington Post: Section C*: 1.

BEST COPY AVAILABLE

Martin, S., 1998. Internet use in the classroom: the impact of gender. *Social Science Computer Review*, Vol. 16, No. 4: 411-418.

McCulley, L., & P. Patterson, 1996. Feminist empowerment through the Internet. *Feminist Collections*, Vol. 17, No. 2: 5-6.

Millare, M. S., *Cracking the Gender Code. Who rules the wired world?* Second Story Press: Toronto.

Moore, N., 1999. Partners in the information society. *Library Association Record*, Vol. 101, No. 12: 702-703

National Statistics Office, 2001. *Internet Access*. London: National Statistics Office.

O'Rouke, I. 1996. C-cups through e-tailing. *The Guardian: Media section.* 8th November: 6-7.

Pew Internet & American Life Project, 2000. *The Internet Life Report. Tracking Online Life: how women use the internet to cultivate relationships with family and friends*. Washington D. C.: The Pew Internet & American Life Project

PR Newswire, 2000. *PR Newswire: new study: wave of women online catches up to men... but they surf differently*. (http://www.prnewswire.com/news/index.shtml)

Resnick, R., ed., 1995. *IPA's Survey of Women Online*. (http://www.netcreations.com/ipa/women)

Shade, L. R., 1998. A gendered perspective on access to the information infrastructure. *The Information Society*, 1998, Vol. 14, No. 1: 33-44

Sherman, A., 1998. Cybergrrl! A woman's guide to the World Wide Web. New York: Ballantine.

Spacey, R., 2000. *Women and the Internet: Is the Internet a feminist tool?* MA dissertation, Department of Information Science, Loughborough University.

Spender, D., 1982. *Invisible Women*. London: Readers and Writers.

Spender, D., 1985. *Man Made Language*. Henley on Thames: Routledge and Kegan Paul.

Spender, D., 1995. *Nattering on the Net*. Melbourne: Spinifex Press.

Sutton, L. A., 1996. Cocktails and thumbtacks in the old West: what would Emily Post say? In: L. Cherny & E. R. Weise, eds. *Wired Women, Gender and New Realities in Cyberspace*. Seattle: Seal Press.

UKOnline Centres, 2002. (http://www.dfes.gov.uk/ukonlinecentres/)

We, G., 1999. Cross gender communications in cyberspace. *The Arachnet Electronic Journal on Virtual Culture*, Vol. 2, No. 3.

Women and Equality Unit, 2002. *The Gender Pay Gap*. (http://www.womens-unit.gov.uk/pay%20gap/introduction.htm)

Youngs, G., 1999. Virtual voices: real lives. In: W. Harcourt, ed. *Women@Internet. Creating new cultures in Cyberspace*. London: Zed Books.

BEST COPY AVAILABLE

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 144-096-E
Division Number: VI
Professional Group: Women's Issues
Joint Meeting with: -
Meeting Number: 96
Simultaneous Interpretation: -

The changing face of librarianship in Papua New Guinea: Libraries for life in the Papua New Guinea Information Society?

Margaret J. Obi
Information and Communication Sciences Strand, University of Papua New Guinea
Papua New Guinea

Introduction

"Libraries for life" in Papua New Guinea today is not an impossible goal to strive for to achieve with today's new and old information and communication technologies. However, in order for this to happen, a number of questions will need to be asked in an attempt to find some answers.

There are three that need immediate attention. They are - 1. What is an "information society" and what is its significance for Papua New Guinea? 2. What is information literacy and its relevance for Papua New Guinea an information society? and, 3. What is the role of women as information professionals participating in a democratic Papua New Guinea society?

These three questions need to be answered to provide some understanding of whether or not libraries are used as a way of life in the Papua New Guinea society.

Student assignments from two of the courses, which I have developed and taught since 2000, will be used as the main data for this paper. These courses are Information Society and Information Literacy. Both these courses were originally developed as librarianship courses. Due to the rationalisation programme at the University of Papua New Guinea and the need by the Information and Communication Sciences Strand to attract student numbers, the content of both courses now cater for students in all disciplines within the main campus at Waigani.

Table 1. Students in Information Society and Information Literacy from 2000-2002

Course	Year 2000	Year 2001	Year 2002	Total
•37.1000/39.2254 Information Literacy	16/40	3/23	3/81	22/144
•37.2000/39.2251 Information Society	5/85	1/45	5/40	11/170
	21/125	4/68	8/121	33/314

NB. The number of students in the librarianship major is in bold

Papua New Guinea as an "information society"?

In the absence of any Papua New Guinea authorship in/on "information society", the views of students taking the second year course 37.2000/39.2251 Information Society at the University of Papua New Guinea were sought through the use of course assignments over a period of three years from 2000-2002.

The purpose of these assignments was to encourage students to evaluate concepts and or definitions used by non-Papua New Guinean authors and to identify the relevancy of these concepts to the Papua New Guinea situation, in particular, as an information society.

To assist students' understanding of the concept of "information society", the writings of four authors - Cronin (1985), Martin (1985 &1995), Feather (1994) and Webster (1994) were presented through lectures, readings and class discussion. Whilst the material may be outdated, the concepts used by the above authors were adequate for our purposes.

Materials accessed through the Internet facility and conference papers collected from my attendance were used to update the discussion on "information society".

A matrix was drawn up depicting the various criteria for an information society used by these authors. Students were then asked to use these criteria to test for whether or not the criteria used to identify a society as an "information society" in the "western" world could be the same criteria to determine Papua New Guinea as an information society. Solomon Island students were asked to do the same for their country.

Table 2. Criteria for an Information Society

Cronin(1985)	Martin(1985)	Feather(1994)	Webster(1994)	Martin(1995)
Technology	Technology		Technology	Technology
Socio-economic	Social			Social
	Economic	Economic	Economic	Economic
	Political	Political		Political
	Cultural		Cultural	Cultural
Info'n workforce		Info'n Professional	Occupational	
			Spatial	
		History		

Assignments similar to the ones for this year were given to the students in the previous years for this purpose. The first assignment asked, "Using the criteria of western authorship, discuss whether or not your village community is an information society".

The results from the assignment suggested the following.

Technology:

Each student identified their village community as either their mother's or their father's village. The technologies used within this community varied depending on their geo-political location of each one.

For example, the Manus Island villages use the garamut to notify people of messages - public information they wanted communicated. They also used the canoe to travel from island to island. In the Highlands of Papua New Guinea, shouting from one hilltop to another was the mode for public information. On the coastal regions of the country, the conch shell was used for public information. For private and personal information, the human being was the best message carrier to ensure the confidentiality and privacy of the message. The types of technology found in these village communities were adequate to sustain a localised way of life.

Most students acknowledged that accepting and adapting to change in whatever form was necessary to sustain their village communities.

Social, cultural and political

Students identified the social and political networks that each of their families created and maintained were to ensure that an amicable and harmonious relationship was enjoyed by all. For example, the maintenance of peace between warring clans in most cases would result in the marriage of children of the chiefs. This union strengthened social, political and cultural linkages. Indirectly, it created another linkage as trading partners. This is evidenced in the "hiri" between the Gulf and Central provinces, the "moka" in the Highlands regions and the "kula" in the Trobriand Islands of Papua New Guinea.

The economics of information, it was agreed by all students that the barter and exchange system ensured a continuous flow of "value of each item exchanged" information.

These exchanges were not only tangible goods such as a "bunch of banana" for a "basket of seashells", but in non-tangible items such as "chants for chants" or "a song and dance" for a "song and dance", a "method of fishing" that was not practiced in a certain area for a "gardening method".

Feather's history dimension posed a challenge for the students. Without a written language, their oral histories were used for this assignment. Carvings of totem poles, masks, canoes, etc. knots in ropes to keep count of days; using the sun to tell the time, weather patterns, seasonal growth of vegetation, the physical changes to the male and female body, etc. all communicated information that was interpreted and put into rituals, ceremonies for everyday living in the community.

The findings of this first assignment strongly indicate that the criteria used by Cronin, Feather, Martin and Webster can be used to identify a village community in Papua New Guinea as an information society. These criteria are integral components in defining an "information society".

Students concluded that though their folk technologies may have a low level of impact and the information flow may be to the village pace of life, it was adequate and relevant to ensuring a village community's way of life.

Two other criteria - language and change were also deemed necessary criteria to determine whether a society was an information society or not.

The reasons given by students were that language was and must be a pre-requisite for communicating information and that village communities must accept change to sustain itself. Change in the form of eg. for fishing villages, a different angle in the throwing of a spear, or making a smaller eyelet in the making of net to catch shrimp, or a different irrigation method in order for a better harvest and a better life.

Another interesting outcome of this assignment relates to Webster's spatial criteria. Whilst Webster's (1994, p.12) "major emphasis is on the information networks that connect locations and, and in consequence, have dramatic effects on the organisation of time and space", students translated spatial as social, cultural and political positions to determine who the opinion leaders were and their hierarchical relationships within their village communities. These spatial relationships formalised information and communication linkages within families, clans and the village community.

Students used only their oral information and communication sources and networks to answer this question. Formalised sources of information such as the library, school or health centre were not considered and thus were not significant to answering this assignment.

The second assignment asked this year's students to "Determine the type of non-cultural information (ie any information that is not from within Papua New Guinea and or the Solomon Islands) that was being used by these two countries".

The same eight criteria ie technology, social, economic, political, cultural, occupational, history and spatial were used to identify information related to them that were being used in both countries.

For each criterion, students were able to identify information, not originally from within Papua New Guinea or the Solomon Islands was being used in and by both countries.

For **technology**: Students identified the computer - online for internet and email access and off-line for CD-ROM and word-processing use; satellite and cable communications, telephones, mobile phones, radio and television as being non-indigenous to both Papua New Guinea and the Solomon Islands.

Radio and television could not be used to communicate private ie-confidential information unless it was in coded format.

A minority of the students which includes librarianship students in the three years of the course being taught identified libraries as repositories, books, journals, etc in libraries; and newspapers as sources of information.

These information and communication technologies helped in communicating outside technological, social, economic, political, historical, cultural information into the two countries. This information helped to create new jobs as social workers, economists, politicians in non-traditional parliamentary system; computer workers, teachers, and librarians, doctors and lawyers.

The computer networks, television, newspapers and particularly narrowed the spatial divide in Papua New Guinea and the Solomon Islands. It however, widened the digital divide between those who had access to computer; telephone and television facilities and those did not.

Students agreed that despite the **geographical/spatial** locations of both Solomon Islands and Papua New Guinea, both countries were recipients of all types of information that was not originally from within the countries.

The evidence from both these assignments using the eight criteria very strongly suggest both Papua New Guinea and the Solomon Islands are information societies, whether it is within a community dealing with village issues or as a nation dealing with national and international issues.

Relevance of Information Literacy for a PNG Information Society?

The significance of Papua New Guinea as an information society paves the way for question two - "What is information literacy and its relevance for a Papua New Guinea society?

My grassroots definition of "information literacy" can be described as "when you hear, see, feel, touch and taste something and you react either negatively and or positively to these senses to meet a particular need". In an oral oriented society such as Papua New Guinea, this grassroots definition is adequate.

To define information literacy in Papua New Guinea today, this grassroots definition must be complemented with the most common definition used in the literature as "the ability to locate, process, and use information effectively and purposefully". (Doyle, 1994; Browne, 1986; Kirk, Poston-Anderson and Yerbury, 1990; Brevik, 1992 and Todd, 1995)

The significance of Papua New Guinea being an information society is dependent on it also being an information literate society. This means that Papua New Guinea must be literate in all forms of literacy whether it is oral, visual, computer, technological, and or functional. It also means that a person must have the skills to read and write and understand that particular language used for communication purposes.

Various models and standards for information literacy have been developed over the years.

For our purposes in the Information Literacy classes, the Big6Model by Eisenberg and Berkowitz and the January 18, 2000 ACRL Information Literacy Competency Standards for Higher Education were used.

Three ACRL standards were stressed - information literacy, independent learning and being socially responsible with information.

The Big6Model - task definition, identification, location, use, synthesis and evaluation - was used for its simplicity to help achieve these three standards.

As a pre-test to identify their information literacy skills, students in the first year course on Information Literacy were asked to locate "A code of ethics" for the profession which they hoped to enter after graduating.

Of the forty students in the class this year, at least five students used the library as their first port of call. The rest asked friends, lecturers, searched their rooms, and senior students in the same disciplines to assist them. The library search skills of this year's students do not differ from the 2000 and 2001 students.

Students this year were given two assignments based on research using oral sources of information and on library based research using the Big6Model.

The aim of these assignments was to see whether or not the Big6Model could be used for oral based research as well as library based research.

In the oral based research, students were able to identify and locate information. It was how to use, synthesise and evaluate information that posed problems. The question asked, "Using oral based research, identify an area of cultural interest that you would like to know more about" eg. on brideprice, Land entitlement, fishing techniques, grass-skirt making etc.

The library-based research posed a few problems. Students were also able to identify and define their task. It was not being able to locate, use, synthesis and evaluate that created problems. Perhaps, this was due to the fact that students did not have adequate library use knowledge and skills to identify, locate and use library information sources. This included computer use, identifying the bibliographical details of a book and using them properly and use of reference sources.

I had assumed in my first year of teaching information literacy that students would have had this knowledge and skills before coming to the university.

I was proved wrong. To remedy this, major types and sources of information were included in the course outline for years 2001 and 2002 for Information Literacy.

Other problems also emerged ie in their English language reading and writing skills to enhance the standards of information literacy and independent learning skills, acknowledgment of the intellectual property of others and plagiarism for the standard of social responsibility.

As a linear model, following the Big6Model was not the problem. The problem however, lay in transferring this research model to other courses. This became evident when these same students taking the Information Society course in year two were not following any research method, let alone the Big6 Model!

Readings placed on Library reserve, as background information was not often referred to unless they were informed that these readings would be used in the examination.

Perhaps, a retrospective look at the background of information use, and perhaps information literacy in Papua New Guinea is necessary to understand the situation at the University.

In the 1998 Libri article, "LIS professionals as agents for Information literacy: a new perspective for Papua New Guinea", I argued that for Papua New Guinea to be an information literate society, at least six factors "seem to influence the role of libraries and librarians as agents for information literacy in the country".

These were:

1. The information knowledge base of the LIS professionals
2. The library systems and services
3. Government and non-government support
4. Communication and information infrastructure
5. The library and information professionals
6. The social, cultural and economic environment

Three of these - library systems and services and communication, information infrastructure and government and non-government support need some explanation to understand the inadequate information literacy skills as the University of Papua New Guinea.

Firstly, even after almost twenty seven years of national independence, library systems and services still cannot adequately meet the information needs in Papua New Guinea, even though we have found that there is an abundant supply of information within the country.

The problem perhaps is in the inadequate funding, logistical and sustainable support, moral and attitudinal support for library systems and services in the country by all concerned ie the library and information workers and government and non-government decision makers in library services.

Schools at all levels from primary to secondary and national high, with the exception of private schools do not have adequate library and information resources. In most cases, schools are without librarians and or library resources. The worst hit schools are the elementary and community/primary schools where independent literacy should be established.

The lack of good systematic or systemic library and information services is a challenge to all students in Papua New Guinea. Students who go through the Papua New Guinea education system, entering University education come with insufficient library and research skills, not through any fault of theirs.

The government of the day has not provided for an adequate library and information services infrastructure for them to utilise. Most of these students would have depended on class texts and teachers' lectures and notes to see them through to the university education level.

Students in both the Information Society and Information Literacy classes are fluent in the information literacy skills with oral based research skills using the first two and perhaps to some extent, the third step, locating of sources using the Eisenberg and Berkowtiz's Big6Model. Using, synthesising and evaluating and writing of information correctly is still a challenge.

Students in both these courses have tried to sustain these new knowledges through difficult circumstances. This also places a strain on them when they graduate from the University because they will still be exposed to inadequate public library services.

However, they will have been exposed to a good library system and service at the University level and they would have been exposed to a wider knowledge base of information sources and how to access these sources either nationally or internationally.

Being information literate is relevant and necessary to perpetuate a Papua New Guinea information society. These new graduates are the information professionals who will perpetuate this new society. Among them are women information professionals.

What is the role of women as information professionals participating in a democratic Papua New Guinea society?

Though female students numbers in Table 3 are low, they are significant in that they reveal that they are now exposed to how to identify and use and their role as information professionals in an information society.

In both the Information Society and Information Literacy courses, I did not differentiate between male and female roles as I saw them all as potential information professionals.

As part of their final assessment in exams, students were asked, "What do you see your role as an information professional in the information society" for the Information Society and for Information Literacy "What do you see your role as an information professional in enhancing information literacy".

The purpose of these questions was to assess for knowledge acquired within classes about the role of an information professional and whether or not each student saw himself or herself as a potential information professional.

BEST COPY AVAILABLE

Most students wrote that they did not know that they would become information professionals. They identified librarians and journalists as information professionals but not social workers, geologists, microbiologists and chemists.

For each of these courses, two directive principles in the Constitution of Papua New Guinea were emphasised - integral human development and equal participation. Issues relating to women as information professionals were presented and discussed in class.

For example, there were mothers and married women in both courses for the three years. Women mothers had babysitting and or spouse problems but none of them hindered the studies. Student fathers almost always did not face "housekeeping" duties compared to student mothers.

Of the 110 female students within the three years of both these courses, the husbands of 2 women would constantly telephone or write to say that his wife could not attend classes. One female student always reported that her husband had to do "babysitting" instead of going to work so that she could attend classes.

Because their role was addressed within the integral human development and the equal participation constitutional context, the issue of gender bias was given cursory attention.

Table 3. UPNG Students in Information Literacy and Information Society from 2000-2002.

Course	Year 2000	Year 2001	Year 2002	Total
*37.1000/39.2254 Information Literacy	**16**/40	**4**/23	**33**/81	**63**/144
*37.2000/39.2251 Information Society	**21**/85	**21**/45	**15**/40	**57**/170
	37/125	**25**/68	**48**/121	**110**/314

***NB. Number of female student numbers is in bold**

Most of the women did see their role as a facilitatory, mediatory and as an educator.

Of these, women students stressed the educator role especially for the subject areas they were going into. The biochemistry, microbiology and environment studies female students felt that because they were venturing into male dominated areas, they felt very strongly that awareness was a priority area for their work.

Whatever role women play in whatever profession they take up, women are all information professionals as mothers, microbiologists, librarians, journalists, geologists, etc.

Each and every role that they play is vital to the enhancing either Papua New Guinea or the Solomon Islands as an information society. Integral to this is the maintenance of an information literacy environment.

Conclusion

Whilst libraries have not played an important role in the education and social of life of the students in Information Society and Information Literacy, these students now have been exposed through both these courses. As information professionals, men and women, they now have the knowledge, skills and the attitudes to be responsible citizens in using information effectively and purposefully in the Papua New Guinea or the Solomon Island Information societies.

Thank you,

Margaret Obi Strand Leader/Senior Lecturer
Information and Communication Sciences Strand.

August 17, 2002

Bibliography

Association of College and Research Libraries (ACRL) Board, January 18, 2000. Approved the Information Literacy Competency Standards for Higher Education Standards, Performance Indicators, and Outcomes.

Brevik, P.S. Information Literacy: what's it all about. In The Information Literacy the Australian Agenda. Proceedings of conference conducted by the University of South Australia Library held at Adelaide College of TAFE 2-4 December, 1992, p. 6-8.

Browne, M. Disciplinary study in information science: a foundation for the education of information professionals. Education for Information, 4, 1986, p. 305-318

Cronin, Blaise. The information society. Aslib Proceedings, 38(4), 1986, p. 121-129

Doyle, C.S. Information literacy in an information society: a concept for an information age. Syracuse University, 1994. P. 53-78

Eisenberg, Michael B and Berkowitz, Robert E. Curriculum initiative: an agenda and strategy for library media programs. Ablex, 1988

Feather, John. The Information Society - a study of continuity and change. Library Association Publishing, 1994

Kirk, J., Poston-Anderson, B. and Yerbury, H. Into the 21st century library and information services in schools. Australian Library and Information Association, 1990

Martin, William J. The global information society. AslibGower, 1995

Martin, William J. The information society. Aslib, 1988

Obi, Margaret J.P. LIS Professionals as agents for information literacy: a new perspective for Papua New Guinea?. Libri 48(3), 1998, p.131-139

Todd, R.J. Information literacy: philosophy, principles, and practice. School Libraries Worldwide 1, 1995, p. 54-68.

Webster, Frank. What information society? The Information Society 10, 1994, p. 1-23

Appendix 1.

39.2254/37.1000 INFORMATION LITERACY 2 points Year 1/Term 1, 2002

Course Description

Having information and knowing how to use it profitably to your advantage and to help others is empowerment. Hence Information literacy empowers and enhances the search and research ability of each student to interpret and understand course outlines, lectures, etc. to perform satisfactorily and successfully in the under-graduate studies and beyond.

This is an introductory course on the key issue of developing the skills needed to identify, evaluate and use information sources both cultural, traditional and non-traditional to meet user information needs at any level of need.

Students will be introduced to the Eisenberg and Berkowitz Big6Little12 Model as a basis for a practical model for information usage. Other models such as Neary's model will be introduced. Students will be asked to produce their own working models for their own research purposes.

These models will show that they have the advantage of being adapted and replicated in any number of situations and as such contribute to and enhance the "Learning How To Learn" or "Reading To Learn" process.

In using these models, students are not limited to using only the Michael Somare Library but to make use of all information institutions such as government and non-government, and cultural information institutions.

Models will be used in association with instruction on the sources relevant to the curriculum areas covered in this subject and other subjects taken by students in their course of study here at the University. The models also ensure that the skills are practised beyond the University education.

Objective:

By the end of this course, students will be able to:

- Conduct Research using the Big 6, Little 12 model
- Present a customised information package using
  a) literature based information search
  b) oral based information search

BEST COPY AVAILABLE

c) computer based information search

Course Outline:
Week 1: Concept, Definition, Issues; Models and practice
Week 2: The Information Professional and Advocacy
Week 3: Types of literacy programmes; Research Proposals
Week 4: the Information sources: oral and literature
Week 5: Information sources: electronic
Week 6: Information and communication infrastructure
Week 7: Review and Mid Term Test
Week 8: Producing an Information Literacy Model
Week 9: Presenting and evaluating an information literacy package
Week 10: Revision

Assessment:

Continuous assessment: 60%

30%: Three Information Packages (10% each)
20%: Mid term test
10%: Attendance and Participation (5% for attendance and 5% for participation)
Final Exam: 40%

Readings to be announced in class

mo/Term 1-2002

Appendix 2.

39.2251/37.2000 INFORMATION SOCIETY 2 points Year2/Term 2, 2002

Course Description

"Commentators increasingly talk about information as a defining feature of the modern world. Much attention is now devoted to the informatization of social life. We are told that we are entering an information age, that a new mode of information predominates, that we have moved into a global information economy" (Webster, 1994:1)

How true is this of the PNG society?

As a result, the underlying questions to consider are: "What is this 'information society?" and 'Are developing countries such as Papua New Guinea information societies?" "How do we know when we are in an information society?"

As this is an introductory course, students will be introduced to the concept/s and definition/s of an Information Society. Issues that may impact on or enhance the information society such as social, cultural, economic, legal and political will be identified to enable a student's understanding and awareness of an Information Society/Information Societies.

Objective:

By the end of this course, students will be able to

- Determine whether or not a society is an information society
- Identify the indicators of an information society
- Establish whether or not developing countries such as Papua New Guinea are information societies

Course Outline:
Week 1: The Information society: concept/s and definition/s
Week 2: Intellectual Property: oral, print and electronic
Week 3: Information Industry: national borders
Week 4: Information Industry: international borders
Week 5: Political aspects: power centres, opinion leaders
Week 6: Legal aspects
Week 7: Economic aspects: the cost of information

BEST COPY AVAILABLE

Week 8: Social and cultural aspects
Week 9: The Information Professional: Ethics and Advocacy
Week 10: Revision

Assessment:
Continuous Assessment: 60%
30%: Two information packages (15% each)
25%: Mid Term Test
5%: Attendance and participation
Final Exam: 40%

Readings will be given in class

mo/Term 2- 2002

GLASGOW 2002

68th IFLA Council and General Conference August 18-24, 2002

Code Number:	**019-096-E**
Division Number:	**VI**
Professional Group:	**Women's Issues**
Joint Meeting with:	**-**
Meeting Number:	**96**
Simultaneous Interpretation:	**-**

Information use in gender and development: a study of behavioral pattern

Rochna SRIVASTAVA
Isabella Thoburn College
Lucknow, India

The progress of any subject is impeded unless new knowledge generated by research flows freely, quickly and timely among the user community. An information system, therefore, must bring into attention the newly generated information to the users as soon as it is generated because nascent information by its very nature is perishable. Assessment of reading habits of its users is an important task of any efficient information retrieval system so that information needs of its users may be identified and the information available in different types of formats and through a variety of channels may be provided to the users.

Reading habits of scholars in any field depend both on their personal characteristics as well as characteristics of specialty in which they work. Though personal characteristics of scholars is one of the important factors which contributes towards reading habits, but subject characteristics also have definite impact on reading habits of scholars in any field. It has been noticed that the more interdisciplinary the subject studied, the more scattered is its literature and therefore, the larger is the amount of material to be examined in order to keep abreast of recent developments. It is because of this reason, any person working in any interdisciplinary field has to read more.

The amount of reading done by scholars have wide variations. While some of them may be highly literature oriented others may not. The amount of reading varies substantially not only among the persons working in different disciplines but also among those working in the same discipline. The factors responsible for such variations have been identified as education, research experience, age, motivation, intelligence and persistence. But age and seniority have more influence on the reading habits than other characteristics. Many surveys have revealed the fact that the older scientists make less use of literature than the younger ones.

NEED OF ASSESSING READING HABITS AND INFORMATION USE IN THE FIELD OF WOMEN'S STUDIES (WS)

In a field like Women's Studies (WS), where tremendous expansion in research and action is taking place for women's development resulting into information explosion, it becomes more important to improve dissemination of information and to design an effective system to control and organize the information. A substantial quality of information, generated in this field as the subject, has very wide scope because of its multidisciplinary, interdisciplinary, cross-cultural and inter-regional nature. Moreover, information requirements are voluminous and of a very diverse nature. Users, their categories and information needs are different at different levels. Information needs of researchers on women's issues are different from that of women workers working at the grass root level in remote areas. Not only this but information comes in a wide range of physical forms. A majority of information in this field is available in the form of "grey literature" or "fugitive literature" which are not available through the traditional book trade channels. One important difference, between resources used in WS and many other subjects, is that WS has its roots both in scholarship and activism or the efforts of individuals and organizations to expand opportunities to women and bring about equity between genders. We, therefore, need to have a more complete understanding of the weaknesses and the strengths of the information channels used by scholars / activists in the field of WS so that unfulfilled or inadequate needs of users of information may be identified and most preferred channels of information in the field of WS may be noticed.

OBJECTIVES

The present study was undertaken to fulfill the following objectives: -

- To investigate the personal reading habits of scholars / activists in the field of WS.
- To determine the use pattern of documentary sources of information in WS.
- To identify various sources of information used by those engaged in research work, teaching or social action work in the field of WS in India.

SCOPE

1. This study will help NGOs / Institutions in the field of WS in better "COLLECTION DEVELOPMENT' of their libraries on the basis of information use pattern.
2. The present study will make librarians / information scientists aware of the reading habits of those working in the field of WS. This will help them in catering to their information needs in a better way.
3. This study may also help in proportional allocation of funds in the libraries on the basis of use pattern of documentary sources.

4. With the help of this study:
   a) Journals may be subscribed in terms of their relative use.
   b) Acquisition policy of the centre may be formulated on the basis of their preferences of documentary sources of information.
   c) Services of the libraries / information centre may be improved and can be managed in a better way.
   d) A large-scale national study in India can be suggested on the basis of the findings of this study.
   e) Local networks on the focused subject may be established for the proper dissemination of information.

METHODOLOGY

For conducting survey the investigator used "Questionnaire Method". It was also thought proper to interview a few respondents so as to cross check the responses received through questionnaire. In order to ensure consistency in the organization of data and comparability in the findings, structured interview was preferred. The respondents selected for this study were Post Graduate students of WS/ Teachers as well as those working in various Non Government Organizations of the country. Thus, information use pattern of both scholars and of field workers has been taken care of in the present study.

BREAK-UP OF RESPONDENTS

Out of total respondents (280), Social Action Group (SAG) constituted the majority (42.86%), followed by Faculty Members (FM) (31.43%) and post-graduate students of WS (25.71%). As is evident from Table 1 all FM and students belonged to five prestigious institutions of India in the field of WS, whereas, respondents of SAG group were taken from 24 NGOs of the country. (Appendix 1)

Table – 1

Institution and Category-wise break-up of respondents

CATEGORIES FUSERS INSTITUTIONS	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
	No.	%	No.	%	No.	%	No.	%
ITC, Lucknow	44	50	27	37.5	-	-	71	25.36
Depts. Of WS, Lucknow University	26	29.55	26	36.11	-	-	52	18.57
SNDT Univ., Mumbai	5	5.68	12	16.67	-	-	17	6.07
Jadavpur Univ., Kolkata	5	5.68	7	9.72	-	-	12	4.29
CWDS, New Delhi	8	9.09	-	-	4	3.33	12	4.29
NGOs (List of 24 NGOs attached)	-	-	-	-	166	96.67	116	41.42
TOTAL	88	100	72	100	120	100	280	100
	88	31.43	72	25.71	120	42.86	280	100

AGE OF RESPONDENTS

Age-wise breakup of respondents shows that FM were older than students and SAG.

SEX OF RESPONDENTS

Appreciable number of males was found to be present when they were analyzed according to their sex. This shows that not only females but also males are becoming sensitive towards women related issues.

MEMBERSHIPS OF PROFESSIONAL BODIES / SOCIETIES

Table – 2

Membership of Professional bodies/societies

CATEGORIES TYPES	YES		NO		TOTAL	
	NO.	%	NO.	%	NO.	%
FM	**72**	**81.82**	16	18.18	88	31.43
Students	16	22.22	56	77.78	72	25.71
SAG	72	60.00	48	40	120	42.86
TOTAL	**160**	**57.14**	**120**	**42.86**	**280**	**100**

Table 2 shows that more seniors were members of professional bodies than the junior ones. This indicates that professionalism increases with age and experience. A healthy trend was noticed in this study that appreciably higher numbers of FM were found to be the members of international professional bodies.

CONFERENCE / SEMINARS ATTENDED

Table – 3

Conference / Seminars attended CATEGORIES OF RESPONDENTS	YES		NO		TOTAL	
	NO.	%	NO.	%	NO.	%
FM (88)	88	100	-	-	88	100
Students (72)	72	100	-	-	72	100
SAG (120)	104	66.67	8	13.33	120	100
Total (280)	264	94.29	8	5.71	280	100

It is clear from Table 3 that appreciably higher number of respondents (94.29%) attended conferences or workshops. Further, more number of FM attended international and national conferences than students and SAG, attending more regional or local conferences.

TYPE OF PUBLICATIONS

Table – 4

Types of Publication

CATEGORIES TYPES	FM (22)		STUDENTS (18)		SAG (30)		TOTAL (70)	
	No.	%	No.	%	No.	%	No.	%
Journal articles	**14**	**63.63**	6	33.33	**16**	**53.33**	36	51.43
Reviews	2	9.09	-	-	8	26.66	10	14.29
Books	2	9.09	2	11.11	8	26.66	12	17.14
Reports	6	27.27	-	-	**12**	**40**	18	25.71
Research work	8	36.36	8	**44.44**	**14**	**46.66**	30	42.86
Stories on women TV/Radio	-	-	2	11.11	-	-	2	2.86

Table 4 shows that majority of respondents (51.43%) published articles in the journals as compared to research works published by 42.86% respondents. As was expected, more SAG published reports because the kind of work they do was project oriented for which they were required to submit a report.

PERSONAL SUBSCRIPTION OF PERIODICALS

Table – 5

Personal Subscription of Periodicals

CATEGORIES OF RESPONDENTS	YES		NO		TOTAL	
	No.	%	No.	%	No.	%
FM (88)	64	72.72	24	27.27	88	31.43
Students (72)	32	44.44	40	55.55	72	25.71
SAG (120)	56	46.66	64	53.33	120	42.86
TOTAL (280)	**152**	**54.29**	**128**	**53.33**	**280**	**42.86**

It was pleasing to note that a good number of respondents 54.29% were found to be subscribing to periodicals on WS. As is evident from Table 5, more number of FM subscribed periodicals than other categories of respondents. This again confirms the findings of other surveys that type of work and seniority has impact on personal subscription habits of scientists. Out of 54.29% respondents subscribing to periodicals, all of them were found to be subscribing to Indian journals.

WAYS FOR KEEPING ABREAST OF LATEST DEVELOPMENTS

Table – 6

Ways for Keeping Abreast of Latest Developments

CATEGORIES WAYS	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
	NO.	%	NO.	%	NO.	%	NO.	%
By scanning current issues of periodicals	64	72.72	72	100	88	73.33	**224**	**80**
By scanning indexing / abstracting periodicals	24	27.27	32	44.44	24	6.66	80	22.86
By attending seminars / workshops etc.	72	81.81	72	100	104	86.66	**248**	**88.57**
Through information services provided by documentation / information centre	16	18.18	16	22.22	24	20	56	20

The present study reflects that scanning of current issues of periodicals and participation in seminars / workshops are the most dominating ways for keeping abreast of latest developments in the field of WS (Table 6).

PREFERRED CHANNELS OF INFORMATION

Table – 7

Preferred Channels of Information

CATEGORIES PREFERRED CHANNELS	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
	NO.	%	NO.	%	NO.	%	NO.	%
By visiting your institution's library	**88**	**100**	**56**	77.77	44	36.66	188	67.14
By visiting any other library	**80**	**90.9**	**56**	77.77	**72**	**60**	208	74.29
By taking help of your teacher/friend / colleague	40	45.45	56	77.77	40	33.33	136	48.57
Internet	32	36.36	40	55.56	64	53.33	136	48.57
Conferences/seminars	35	39.77	61	84.72	38	31.67	134	47.86

The present study reveals that libraries are the most preferred channel of information amongst scholars in WS as they are mostly dependent on libraries of either their institution or any other library for getting desired information (Table 7). It is also interesting to note that use of informal channel of information such as taking help of teacher/friend/colleague is also one of the frequently used and popular methods for getting desired information in the field of WS.

FREQUENCY OF VISITS TO INSTITUTION'S LIBRARY

Table –8

Frequency of Visits to Institution's Library

CATEGORIES WAYS	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
	NO.	%	NO.	%	NO.	%	NO.	%
Daily	16	18.18	**48**	**66.67**	**48**	**40**	112	28.4
Once a week	-	-	-	-	24	20	24	8.57
Twice a week	**48**	**54.54**	16	22.22	32	26.66	96	34.29
Monthly	16	18.18	8	11.11	8	6.66	32	11.43
Thrice a month	4	4.55	-	-	-	-	4	1.43
As and when required	4	4.55	-	-	8	6.66	12	4.29
TOTAL	**88**	**100**	**72**	**100**	**120**	**100**	**280**	**100**

This study confirms the findings of many reading habits' surveys that older scientists make less use of literature and are less frequent visitor of the library than the younger ones. While majority of students and SAG visit their institution's library daily, most of the FM use library only twice a week. (Table 8)

AVERAGE TIME SPENT ON EACH LIBRARY VISIT

Table – 9

Average Time Spent on Each Library Visit

CATEGORIES AVERAGE TIME SPENT	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
	NO.	%	NO.	%	NO.	%	NO.	%
Less than one hour	24	27.27	16	22.22	40	33.33	80	28.57
1 – 5 hours	**48**	**54.55**	40	55.55	**48**	**40**	136	48.57
6 – 7 hours	-	-	-	-	-	-	-	-
Not certain	16	18.18	16	22.23	32	26.67	64	22.86
TOTAL	**88**	**100**	**72**	**100**	**120**	**100**	**280**	**100**

It is also found in this study that approximately 50% scholars in the field of WS spent between 1 to 5 hours in the library during each visit (Table 9). It is interesting to note that though the FM were less frequent visitors of the library but, they were found to be spending more time during each visit.

PURPOSE OF VISITING THE LIBRARY

Table – 10
Purpose of Visiting the Library

CATEGORIES	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
PURPOSE	No.	%	No.	%	No.	%	No.	%
For obtaining information for writing a paper	**56**	**63.63**	**64**	**88.88**	64	53.34	184	65.71
For obtaining general information from news-papers, magazines, etc.	**64**	**72.72**	40	55.55	40	33.33	144	51.43
For obtaining information for preparing a proposal for a new project	**64**	**72.72**	32	44.44	**80**	**66.66**	176	62.86
For procedural information	32	36.36	24	33.33	32	26.66	88	31.43

While inquiring about the purpose of visiting the library, it was found that most of the students visit the library for obtaining information for writing a paper, whereas, maximum number of SAG visit library for background material needed for preparing a proposal for a new project (Table 10). FM visit the library for varying purposes.

RELEVANCE OF INFORMATION OBTAINED FROM LIBRARIES

Table – 11
Relevance of Information Obtained from Own Library

CATEGORIES	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
EXTENT OF SUCCESS	No.	%	No.	%	No.	%	No.	%
Mostly	48	**54.54**	24	33.33	96	**80**	168	**60**
Seldom	32	36.37	48	**66.67**	16	13.34	96	34.29
Never	8	9.09	-	-	8	6.66	16	5.71

Table – 12
Relevance of Information Obtained from Other Libraries

CATEGORIES	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
EXTENT OF SUCCESS	NO.	%	NO.	%	NO.	%	NO.	%
Mostly	48	**54.54**	40	**55.55**	32	26.66	120	42.86
Seldom	32	36.36	24	33.33	64	**53.33**	120	42.86
Never	8	9.09	8	22.22	24	13.33	40	14.28
TOTAL	**88**	**100**	**72**	**100**	**120**	**100**	**280**	**100**

It was also noticed in this study that substantially higher number of scholars in WS get desired information from their own library (Table 11). While most of the FM and SAG are capable of locating desired information from their respective libraries, maximum number of students is seldom successful and hence they take the help of other libraries also. FM and SAG also used libraries of other than their own institute at the time of need. (Table 12) The reason for the students not getting the desired information from only one library may be the lack of syllabus oriented reading material in this newly emerged field.

LIBRARIES USEFUL IN THE FIELD OF WOMEN'S STUDIES (WS)

One of the most important findings of this study is that it identifies most preferred libraries being frequently used by the scholars of WS in the country. Appendix 2 shows list of such libraries in India in order of preference.

SOURCES OF INFORMATION USED

Usefulness of Sources of Information

Table – 13
Sources of Information Used

CATEGORIES SOURCES OF INFORMATION	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
	NO.	%	NO.	%	NO.	%	NO.	%
Periodicals / Journals / Newsletters / Bulletins	88	**100**	72	**100**	120	**100**	280	100
Dictionaries and Thesaurus	88	**100**	72	**100**	120	**100**	280	100
Directories	88	**100**	72	**100**	120	**100**	280	100
Statistical Sources	88	**100**	68	94.44	120	**100**	276	98.57

Hand books and Resource guides	80	90.91	66	91.67	112	93.33	258	92.14
Theses/dissertations	88	**100**	70	97.22	93	77.5	251	89.64
Biographical Sources	72	81.82	54	75	108	90	234	83.57
Government Publications	88	**100**	40	55.56	104	86.67	232	82.86
Books/Monographs	88	**100**	64	88.89	72	60	224	80
Legal Sources	64	72.73	32	44.44	112	93.33	208	74.29
Conferences/Seminar Proceedings	64	72.73	48	66.67	64	53.33	176	62.86
Audio - Visual sources	32	36.36	40	55.56	80	66.67	152	54.29
Bibliographical Sources	52	59.09	34	47.22	58	48.33	144	51.43
Resources on the Net	32	36.36	40	44.44	64	46.67	136	48.57

This study reflects that journals/newsletter/bulletins, dictionaries/thesaurus, directories, handbooks, statistical sources, theses/dissertations, books/monographs and government publications are the most preferred sources of information in WS. (Table 13) While all the FM make use of all these sources of information, students and SAG prefer journals/newsletter/bulletins, dictionaries/thesaurus, directories and statistical sources only. This may reflect that seniors and more experienced persons in the field of WS make use of variety of sources than the younger ones.

USE OF GOVERNMENT PUBLICATIONS

Table – 14

Types of Government Publications Used

CATEGORIES	**FM (88)**		**STUDENTS (72)**		**SAG (120)**		**TOTAL (280)**	
TYPES	**NO.**	**%**	**NO.**	**%**	**NO.**	**%**	**NO.**	**%**
Policy documents	56	63.64	24	**33.33**	80	**66.67**	160	**57.14**
Committees/ Commissions reports	88	**100**	16	22.22	80	**66.67**	184	**65.71**
Working group reports	40	45.46	8	11.11	64	53.33	112	40
Reports of State Authorities	8	9.09	-	-	-	-	8	2.86

Table – 15
Sources for Getting Information About Government Publications

CATEGORIES	FM (88)		STUDENTS (72)		SAG (120)		TOTAL (280)	
SOURCES	NO.		NO.	%	NO.	%	NO.	%
Through teacher / friend / colleague	40	45.46	32	44.44	56	46.67	128	45.71
Through citation / bibliographies	48	54.55	16	61.11	32	26.67	96	34.29
Through services given in journals / newspapers, etc.	72	81.82	32	44.44	96	80	200	71.43
By contacting Government departments	-	-	8	11.11	16	13.33	24	8.57
By media persons	-	-	-	-	8	6.67	8	2.86

Government publications are substantially used documents in the field of WS. More number of FM use these publication than other categories of respondents. It is also noticed that committees and commissions reports and policy documents are the most preferred type of Government publications in WS (table 14). It may be because of the fact that committees/commission reports and policy documents on women issues contain firsthand information on that particular issue for which they are constituted and hence are most sought. Majority of the respondents (71.43%) indicated that they come to know about the existence of Government Publications through Reviews given in journals/ newspapers (Table 15). It is happy to note that the scholars of WS also use personal contacts for getting information about the existence of government publications, which is a very healthy pattern. A list of most used government publications in the field of WS in the country was also prepared on the basis of respondents' preferences for the same. (Appendix 3)

NOTIFICATION OF FORTHCOMING CONFERENCES/ SEMINARS

Table 16

Ways of Notifying forthcoming Conferences/Seminars

Categories	**FM (88)**		**STUDENTS (72)**		**SAG (120)**		**Total (280)**	
Ways	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
Through personal correspondence	32	36.36	48	66.67	64	53.33	144	51.43
Through notification in newsletters	56	63.64	24	33.33	64	53.33	144	51.43
Through friends/ teachers/ colleagues	80	90.91	40	55.56	56	46.67	176	62.84

Table 16 indicates that all categories of respondents come to know about the forthcoming conferences through personal means, bulletin / newsletters etc. FM and SAG were found to be more professional as they make more use of newsletters.

USE OF LEGAL SOURCES OF INFORMATION

Table – 17

Use of Legal Sources of Information

CATEGORIES	**YES**		**NO**		**TOTAL**	
OF RESPONDENTS	**No.**	**%**	**No.**	**%**	**No.**	**%**
FM (88)	64	72.73	24	27.27	88	31.43
Students (72)	32	44.44	40	55.56	72	25.71
SAG (120)	112	93.33	8	6.67	120	42.86
Total (280)	**208**	**74.29**	**72**	**25.71**	**280**	**100**

Table –18

Types of Legal Sources Used

CATEGORIES	**FM (64)**		**STUDENTS (32)**		**SAG (112)**		**TOTAL (208)**	
TYPES	**NO.**	**%**	**NO.**	**%**	**NO.**	**%**	**NO.**	**%**
Acts and Statutes	32	50	16	50	64	57.14	112	53.85
	32	50	-	-	64	57.14	96	46.15

Commentaries on Acts and Statutes							
Law reports containing case laws	32	50	32	100	80	71.43	144	69.23

Table –19

SOURCES OF LOCATING A PARTICULAR LEGAL PROVISION OR CASE LAW

CATEGORIES OF RESPONDENTS	FM (64)		STUDENTS (32)		SAG (112)		TOTAL (208)	
SOURCES	NO.	%	NO.	%	NO.	%	NO.	%
Through commentaries on specific laws	24	37.5	8	25	80	71.43	112	53.85
Through digests	16	25	8	25	38	28.57	148	71.15
With the help of any lawyers / library staff	24	37.5	32	100	72	64.29	128	61.54
Through resource person during workshop	-	-	-	-	8	7.14	8	3.85

Table 20
SOURCES OF OBTAINING INFORMATION ABOUT NEW LEGISLATION/AMENDMENTS

CATEGORIES	FM (64)		STUDENTS (32)		SAG (112)		TOTAL (208)	
SOURCES	NO.	%	NO.	%	NO.	%	NO.	%
Through newspapers	56	87.5	32	100	112	100	200	96.15
Through colleagues	16	25	24	75	16	14.29	56	26.92
Through legal sources	24	37.5	24	75	56	50	104	50
Through electronic sources	-	-	-	-	8	7.14	8	3.85

Through media	-	-	-	-	8	7.14	8	3.85
Through NGOs newsletters	8	12.5	-	-	-	-	8	3.85

Legal rights of and the offences relating to women and their legal remedies is one of the thrust areas in the filed of WS. It was therefore, necessary to determine the pattern and use of legal sources by the scholars/activists in the field of WS. It was noticed that FM and SAG make use of legal sources of information substantially (Table 17). While FM and SAG use all type of legal sources – bare acts and statutes, commentaries an acts and statutes and law reports containing case laws equally, students use only bare acts and law reports (Table 18) for locating a particular legal provision or case law on any point. Secondary publications such as digests of case laws were found to be popular among most of the respondents. Besides, commentaries on specific laws or help of lawyers were also found to be the main sources of locating a particular legal provision or case law (Table 19). Newspapers were found to be the chief source of information regarding new legislation/amendments (Table 20).

MOST PREFERRED PERIODICALS IN THE FIELD OF WS

A list of frequently used periodicals in order of preference has also been derived (Appendix 4) in this study on the basis of preferences of periodical given by the respondents.

It was happy to note that periodicals published by NGOs occupied very high ranks in this list. **"Manushi"**, **"Chetna News"**, **"Mahila Samakhya Newsletter"**, **"Sahbhagi Ki Chitthi"**, **"Roshni"**, **"Nari Samvad"**, **"Kurushetra"** and **"Saheli"** published by NGOs find place in the list of frequently used periodicals derived in this study.

All this reflects that NGOs are doing very good work in the field of WS and are brining out useful publications in the form of periodicals or otherwise. A glance through Appendix 4 also reflects the multidisciplinary nature of WS as the periodicals pertaining to the field of sociology, law, health, economics, social sciences, political science etc. do appear in this list.

INDEXING / ABSTRACTING SOURCES AND SERVICES

In WS, with a few exceptions, comprehensive secondary services are almost non-existent. Two indexing sources, namely, **'Guide to Women's Studies'** and **'Women Studies Index'** brought out by SNDT Women's University, Mumbai were found to be heavily used by the users. Besides, two in-house current awareness bulletins of Jadavpur University, Kolkata and Center for Women's Development Studies, New Delhi, were also found to be used on topics such as rape, dowry, violence against women etc. Appendix 5 reflects some indexing and abstracting sources and services used in WS.

BIBLIOGRAPHICAL SOURCES AND SERVICES

The present study indicates a shift from general to thematic and subject bibliographies. It was found that with the development and expansion of WS, the need for focused and thematic bibliographies increased. Most of the bibliographies found to be used were in English language. However, few bibliographies in other regional languages were also found to be used.

Bibliographic services as mentioned by the respondents were those brought out by documentation centers/libraries. Some of them are of: SNDT Women's University Library, Mumbai, National Social Science Documentation Center (NASSDOC), New Delhi, and National Library, Kolkata. "**Bibliographic Reprints: Women**" in two parts brought out by NASSDOC was also found useful as was indicated by few respondents.

DICTIONARIES / THESAURI

The present study establishes dictionaries/thesauri as an important source of information in the field of WS as all the respondents use them. Unfortunately, none of the dictionaries/thesauri used was of Indian origin. This is due to the fact that no comprehensive dictionary / thesauri on WS is published from India. (Appendix 6)

DIRECTORIES

It is noticed that all the respondents use directories in order to know who is doing what and where in the field of WS. Most of the directories used by them were found to be of Indian origin. The reason being that quite a few directories indicating training institutes in WS, Women's originations and institutions for women in India have been brought out in recent years. Moreover, scholars/activists working in this field find Indian information more relevant than global information. A list of frequently used directories in order of preference is given in Appendix 7.

HAND BOOKS AND RESOURCE GUIDES

Handbooks and resource guides were used only by 92.14% of respondents. It is interesting to note that not only Indian but International handbook and resource guides published from other countries were also found to be used. Appendix 8 reveals the most used handbook/resource guides in the field of WS.

BIOGRAPHICAL SOURCES

Most of the respondents indicated that they use biographical sources to find out the contributions made and positions held of the biographee It was also revealed that international sources were found inadequate for not covering the biographies of Indians adequately, whereas, Indian sources were found to be inadequate for less prominent Indian personalities. A list of frequently used biographical sources in the field of WS is given in order of preference. (Appendix 9)

STATISTICAL RESOURCES

The present study reveals that statistical resources are frequently used sources in the field of WS. Nature of job is seen to be influencing the use of these sources. While FM use these resources to support their teaching and learning, activist group use them for their research activities and to expand opportunities to women and to bring about equity between genders. It was happy to note that the respondents use both national as well as international statistical resources as is evident from Appendix 10.

THESES AND DISSERTATION

Table – 21

Use of Theses / Dissertations

Categories	Yes		No		Total	
	No.	%	No.	%	No.	%
FM (88)	88	**100**	-	-	88	100
Students (72)	70	**97.22**	2	2.78	72	100
SAG (120)	93	77.5	27	22.5	120	100
Total (280)	**251**	**89.64**	**29**	**10.36**	**280**	**100**

Table 21 shows that appreciably higher number of respondents in the field of WS make use of theses/dissertations as sources of information. More use of these sources by FM and students may be because of the reason that their work is more academic and theses/dissertations are more suitable for their information needs. When asked about sources of getting information about theses and dissertations, majority of respondents quoted two important publications brought out by the Association of Indian Universities, whereas, quite a few responded that they get information about theses/ dissertations from teachers/friends/colleagues. (Appendix 11)

RESOURCES ON THE NET

The present study also indicates the substantial use of Internet resources in the field of WS. These women's studies resources included databases, e-journals, reports, discussions, curricula, reading lists, information "brochures" etc. available on the Net. Information centers, bookshops, publishers, universities, directories were also found to be used by the respondents.

Most of the e-journals used by the respondents were free or partially free journals. While "Aviva" (**http://www.aviva.org/**); "Advancing women in Leadership" (**http://www.advancingwomen.com/awl.html**) were the journals freely available, "Feminist Studies" etc. are partially free journals used by the respondents. Another important site, which was mentioned, by most of the respondents was (**http://www.sosig.ac.uk/subjects/feminism.html**). This freely available Internet service aiming at selecting high quality Internet information for students, academics, researchers and practitioners in the social sciences, business and law is a part of the UK Resource Discovery Network

SAWNET (South Asian Women's Network) (**http://www.umiacs.umd.edu/users/sawweb/sawnet/**) was found to be used by majority of the respondents as it covers India also. This site was useful for reviews, news about south Asian women, legal issues, bookshelf, domestic violence, south Asian women's organization, home page of SAWNET members, divorce, health, career, grants and funding.

FeMiNa (**http://www.femina.com**) providing respondents with a comprehensive searchable directory of links to female friendly sites and information on the web is also worth mentioning.

National Organization for Women (NOW) (**http://now.org/now/home.html**) the largest organization of feminist activities in the U. S. having 500,000 contributing members and 550 chapters in all 50 states was found useful for new releases, legislative updates and NOW Times action alerts. Another site mentioned was The UN Internet Gateway on the Advancement and Empowerment of women (**http://www.un.org/womenwatch**).

Few sites of international organizations, national bodies and of women's organizations proved to be rich sources for the users working on women related issues. For example reports of International Labor Organization, UNICEF, Govt. of India's ninth plan, University Grants Commission, India etc. On line databases like Gender (**http://www.uni-koeln.de**) and library data bases of women's studies' centers providing information about their catalogues, conferences, courses, topical bibliographies were also mentioned by the users. For example SNDT Women's University Library, Mumbai, Center for Women's Development Studies, New Delhi, Madras Institute of Development Studies, Chennai, International Center for Research on Women, New Delhi etc.

Besides these, some sites of Indian NGOs were also used by majority of respondents. They are: Single Women's Organization, Ahmedabad; Joint Women's Programme, Bangalore; Streelekha, Mumbai; Maitree, Koikata; The Center for Feminist Legal Research, New Delhi; IFSHA, Kali and WISCOMP (Women in Security Conflict Management and Peace), New Delhi; Research Institute for Women, Goa.

FINDINGS

1. The present study reveals that factors like age, seniority and nature of job influence the reading habits of those working in the field of WS. Further, not only females but also males are becoming sensitive towards women related issues.
2. It is noticed that more seniors are members of professional bodies than the junior ones indicating that professionalism increases with age and experience. Appreciably higher number of FM is found to be the members of international professional bodies.
3. Majority of respondents attended conferences / workshops but it is interesting to note that seniority and designation have impact on the type of conferences attended.

4. Another important finding is that Activist group publish more reports than students and FM because of their project oriented work where they are required to submit a report at the end of the project, whereas, FM publish more number of articles in the journals of WS.
5. More than half of the respondents are found to be subscribing to only Indian journals. Factors like seniority and age influence their journal subscription habits also.
6. The present study reveals that scholars in the field of WS are mostly dependent on libraries of either their institution or any other library for getting desired information.
7. This study confirms the findings of many reading habits' surveys that older scientist make less use of literature and are less frequent visitors of their libraries. It is interesting to note that though the FM were less visitors of the library, they are found to be spending more time during each visit than others. Purpose of visiting the library differs according to categories of respondents.
8. One of the most important findings of this study is that it identifies a number of libraries, which are being frequently used by the scholars of WS in the country and hence it may be presumed that these libraries contain useful collection on women related issues.. The 5 important libraries identified by respondents are:
   National Library, Kolkata
   Asiatic Library, Mumbai
   SNDT Women's University Library, Mumbai
   Center for Women's Development Studies, New Delhi (CWDS)
   National Social Science Documentation Center, New Delhi (NASSDOC)
9. This study reflects that periodicals/newsletters/bulletins; directories; dictionaries/thesaurus; statistical resources; handbooks/resource guides and books/monographs are most preferred sources of information in WS.
10. Though Internet resources are used by only 48.57% of respondents, they are found to be very useful for getting latest information on women related issues. Comparatively lesser use of Internet resources shows that the intrinsic value of information channels depends mainly on its accessibility.
11. Nature of job is seen to be influencing the usage of documentary sources of information.
12. Use of indexing/abstracting services in the field of WS is found to be very low (40%). This is due to non-availability of any comprehensive abstracting service on WS published from India. Various multidisciplinary and interdisciplinary indexing services available in the country were also used for the topics like rape, dowry, violence against women etc.
13. Journals published from NGOs occupied higher ranks in the list of most preferred journals of WS. Not only this but periodicals pertaining to the fields of sociology, law, health, economics, political science etc. did appear in the list of frequently used periodicals reflecting multidisciplinary nature of WS.
14. Another important finding of the present study is that primary periodicals published from India are more preferred by the scholars as compared to other international journals. Heavy reliance on Indian journals shows that scholars of WS find Indian information and coverage more relevant for their work rather than global information.
15. Appreciably higher percentage of users (98.57%) use statistical sources, which shows that statistical data plays a very important role in effective measurement and monitoring of the status of women but at the same time majority of respondents complained of non-availability of up-to-date and meaningful Indian data due to various limitations of data-collecting agencies. It is happy to note that those working in the field of WS in India are using both national and international statistical resources. FM where use these resources

to support their teaching and learning, activist group use them for their research activities and to expand opportunities to women and to bring about equity between genders.

16. This study also indicates a shift from general to thematic and subject bibliographies. It is found that with the development and expansion of WS, the need for focused and thematic bibliographies increased. Most of the bibliographies found to be used are in English language, however, few bibliographies in other regional languages are also found to be used.
17. It is surprising to note that though all the respondents use dictionaries/thesauri, none of them is of Indian origin. It is due to the fact that no comprehensive dictionary/thesauri in WS is published from India.
18. On the contrary, respondents preferred Indian directories indicating Indian training institutions in WS, women's organizations and institutions for women in India as they find Indian information more relevant.
19. Biographical sources used are those of India, Asia and the Pacific. They use biographical sources to find out the contributions made and positions held of the biographee. Indian biographical sources, as mentioned by the respondents are found to be inadequate as they do not cover less prominent personalities, whereas, international biographical sources are found to be inadequate for not covering Indian personalities adequately.
20. Books/monographs are found to be used by majority of respondents as they are published commercially. As the book trade channels in India are well developed and the infrastructure for bibliographical control exists, information published in the form of books presents the least difficulty and are easily available.
21. It is interesting to note that Indian scholars also use not only Indian but International handbooks and resource guides published from other countries.
22. Association of Indian University (AIU) plays a vital role in disseminating information about Indian theses/dissertations submitted to universities of India.

AGENDA FOR THE FUTURE DIRECTION

1. In order to satisfy the information requirements of those working in the field of WS, there is an urgent need for a constant dialogue between the users and the information professionals. This can be done by conducting regular surveys at various levels so as to assess the information requirements of users.
2. Directories covering human resources and organizations at national/regional and local level should be developed with comprehensive coverage and good mechanism for their updation. Regional centers of WS situated in various parts of the country may take up this task of compiling directories.
3. There is no abstracting service on WS coming out from India so far. Though a few women's studies' centers have started indexing services e.g. CWDS, New Delhi; Jadavpur University, Kolkata and All India Association of Christian Higher Education, New Delhi but it is necessary to initiate such abstracting services covering Indian literature on women related issues.
4. There has been a remarkable increase during the last few decades in the number of institutional and individual efforts made in publishing bibliographies on Indian women but the number of such bibliographies is still limited. Moreover, there is no proper bibliographical control. They are in mimeo form or are usually available directly from the

institutions. It is therefore suggested that more systematic efforts should be made in this area and certain standards should be maintained.

5. There is an urgent need to develop comprehensive computerized bibliographic databases covering Indian women literature so as to facilitate easy updation and exchange. Moreover, this database should be made available to concerned institutions.
6. Not only new data bases should be created but also existing sources of information on WS should be analyzed, evaluated and assessed and should be updated keeping in mind researchers' requirements in the field of WS.
7. Due to tremendous increase in the cost of publications and growing demands of users, it has become impossible for a single library to meet the demands and there is a wide gap between their needs and resources. It is therefore, suggested that libraries having resources on WS must resort to more cooperative measures for sharing their resources. We must transform various loose and scattered library collections into an integrated structure with the help of technology available in the country, which will ensure greater accessibility to resources as well as maximum utilization of available funds.

FURTHER RESEARCH

1. It is suggested that systematic studies of the reading habits and use of literature by those working in the field of WS should be carried out in different geographical areas with different populations to get an overall and complete picture of their reading habits and information and literature use.
2. It is further suggested that separate studies using different variables may be carried out to determine the influence of each variable on the reading habits and use of literature in the field of WS.

Appendix – 1

LIST OF RESPONDED NGOs

1. Aastha Sansthan (Rajasthan)
2. All India Women's Conference, Lucknow (UP)
3. Centre for Communication Resource Development, Patna (Bihar)
4. DIOCESAN Social Work Centre, Lucknow (UP)
5. Energy Environment Technology International, Lucknow (UP)
6. Gandhian Institute of Studies, Varanasi (UP)
7. Giri Institute of Development Studies, Lucknow (UP)
8. Gobind Ballabh Pant University of Agriculture (Uttranchal)
9. ICCMRT
10. Institute of Social Studies Trust, New Delhi
11. Madhya Pradesh Institute of Social Science Research, Ujjain (MP)
12. Mahila Samakhya, Lucknow (UP)
13. National Council of Women in India, (UP)
14. NIPCCD, Reginal Centre, Lucknow (UP)
15. NIPCCD, New Delhi
16. Oxfam (India) Trust, Lucknow (UP)

17. Rajasthan Mahila Kalyan Mandal, Ajmer (Rajasthan)
18. Sahbhagi Shikshan Kendra, Lucknow (UP)
19. SSLNT Mahila Mahavidyalaya, Dhanbad (Bihar)
20. SURAKSHA, Lucknow (UP)
21. UNICEF, Lucknow (UP)
22. UNIFEM, New Delhi
23. UP Council for Child welfare, Lucknow (UP)
24. Uttar Pradesh Voluntary Action Network (UPVAN), Lucknow (UP)

Appendix – 2

LIBRARIES USEFUL IN THE FIELD OF WS IN ORDER OF PREFERENCE

1. National Library, Kolkata
2. Asiatic Library, Mumbai
3. SNDT Women's University Library, Mumbai
4. Center for Women's Development Studies, New Delhi
5. National Social Science Documentation Center, New Delhi
6. Institute of Social Studies Trust Library, New Delhi
7. Women's Library, Kolkata
8. Center for Rural Development Library, New Delhi
9. National Council for Educational Research and Training, New Delhi`
10. Indian Institute of Public Administration Library, New Delhi
11. Teen Murti Memorial Library, New Delhi
12. Jawaharlal Nehru University Library, New Delhi
13. Giri Institute of Development Studies, Lucknow

Appendix - 3

LIST OF FREQUENTLY USED GOVERNMENT PUBLICATIONS IN ORDER OF PREFERENCE

1. Policies, Programmes, Schemes, Legislation and Statistics on women. New Delhi. Documentation and Information Center, National Institute of Public Cooperation and Child Development, 1987
2. Committee on Status of women in India. Towards equality. Report of the Committee on Status of women in India. New Delhi. Ministry of Education and Social Welfare, Department of Welfare, 1975
3. Country Paper India: a Draft. Prepared for the 4th World Conference on women, Beijing, 1995. Government of India, Department of Women and Child Development
4. National Policy on Education, 1986. Chapter 12, Education for women's equality. New Delhi. Ministry of Human Resource Development, Department of Education 1986.
5. Working Group of Social Welfare. New Delhi. Ministry of Social Welfare. 1980
6. National Advisory Committee on study of educational backwardness of girls in selected states. New Delhi. National Council for Educational Research and Training. 1981.
7. National Perspective Plan for Women 1988-2000 A.D. Report of the Core Group set up by the Department of Women and Child Development, Ministry of Human and Resource Development, Govt. of India. New Delhi. 1988
8. National Plan of Action for the SAARC decade of the girl child. 1991-2000 AD. New Delhi. Govt. of India, Ministry of Human Resource Development, Department of Women and Child Development. 1992
9. Working Group set up by the Planning Commission on employment of women. New Delhi. Women's Welfare and Development Bureau, Department of Social Welfare. 1978.

10. Committee on Adult Education Programmes for women. Report. New Delhi. Ministry of Education and Social Welfare.

Appendix – 4

LIST OF FREQUENTLY USED PERIODICALS IN ORDER OF PREFERENCE

Sr. no.	Name of Periodicals	Rank
1.	Manushi, English, New Delhi	1
2.	Indian Journal of Gender Studies, English, New Delhi	2
3.	Women's Link, English, New Delhi	2
4.	RCWS Newsletter, English, Mumbai	3
5.	Bulletin of the CWDS, English, New Delhi	3
6.	Chetna News, English, Ahmedabad	4
7.	Mahila Samakhya Newsletter, English, Lucknow	5
8.	Women's Link Newsletter, English, New Delhi	5
9.	School of Women's Studies Newsletter, English, Kolkata	6
10.	Sahbhagi Ki Chitthi, Hindi, Lucknow	6
11.	Indian Association for WS Newsletter, English, New Delhi	6
12.	Asian Journal of Women's Studies, English, Seoul, Korea	6
13.	Sakhi Varta, Hindi, Lucknow	7
14.	Samajik, English, Pune	7
15.	Roshni, Hindi and English, New Delhi	7
16.	Women's Era, English, New Delhi	7
17.	National Advocacy Study Centre Bulletin, English	8
18.	Femina, English, Mumbai	8
19.	Society, English, Mumbai	8
20.	New Women, English	8
21.	Legal News and Views, English, New Delhi	8
22.	Nari Samvad, Hindi	8
23.	Indian Journal of Sociology, English	8
24.	Women's voice, English	8
25.	Social Scientists, English	8
26.	Kurushetra, English, New Delhi	8
27.	Saheli, Hindi,	8
28.	Journal of Gender Studies, English, New Delhi	8
29.	Frontline, English, Chennai	8
30.	Yojna, Hindi, English, New Delhi	8
31.	E P W (Economic and Political Weekly), English, Mumbai	8

Appendix - 5

LIST OF FREQUENTLY USED INDEXING / ABSTRACTING SOURCES AND SERVICES IN ORDER OF PREFERENCE

1. Guide to Women's Studies, 1986: an index to select international journal, SNDT Women's University, Mumbai, 1988
2. Women's Studies Index, 1986: a guide to Indian periodical literature, SNDT Women's University Library, 1987
3. Women's Studies: a current awareness bulletin, Jadavpur University Library, Kolkata
4. CWDS Library Documentation Bulletin, Center for Women's Development, New Delhi
5. Guide to Indian Periodical Literature, Indian Documentation Services, Gurgaon, 1964
6. Sociological Literature South Asia 1992 / edited by T K Oommen & P K Jaiswal, New Delhi: SLSA Publication, 1993
7. Critical Review of Researches in Women's Studies 1975-1988, SNDT Women's University, Mumbai, 1989
8. Review of Researches in Women's Studies, Faculty of Home Science, Department of Child Development, M S University of Baroda, Gujrat, 1987

Appendix - 6

LIST OF FREQUENTLY USED DICTIONARIES / THESAURI IN ORDER OF PREFERENCE

1. Harlow: Long man, 1989
2. Women's Thesaurus: an index of language used to describe and locate information by and about women / edited by Mary Ellen, New York: Harper & Row, 1987
3. Women World: A dictionary of world about women / by Jane Mills, Women in Development Thesaurus / edited by Zurniaty Nasrul… [et. al.] Djakarta: Indonesian Institute of Science Center for Scientific Documentation and Information, 1991
4. A Feminist Dictionary / edited by Cheris Kramarae and Paula Treichler, London: Pandora, 1985

Appendix – 7

LIST OF FREQUENTLY USED DIRECTORIES IN ORDER OF PREFERENCE

1. Women's Studies in Indian Universities, 1984-89: A directory of UGC supported centers / cells, Mumbai: SNDT Women's University, 1990
2. Directory of Women's Organizations, Mumbai, SNDT Women's University, 1990
3. Directory of Women's Studies in India, Delhi: Association of Indian University, 1991

4. Directory of Training Institutions dealing with Women's Training, New Delhi: National Institute of Public Cooperation and Child Development, 1990
5. Women's Studies In India: a directory of Research Institutions/ compiled by Gulnaz A Khan and edited by S V Ramani Rao, New Delhi: Ashish, 1993
6. Women's Studies in India: A directory/ compiled by Suchitra Anant, S V Ramani Rao and Shikha Goel, New Delhi: Institute of Social Studies Trust, 1986
7. List of Voluntary Organizations working for the development / welfare of women/ prepared by National Commission for Women, New Delhi
8. Directories of training Institutions dealing with women's training, New Delhi: Jawaharlal Nehru University, Adult Continuing Education and Extension Unit, 1990

Appendix – 8

LIST OF FREQUENTLY USED HANDBOOKS AND RESOURCE GUIDES IN ORDER OF PREFERENCE

1. Schemes for rural development scope for women: A handbook, New Delhi: UNICEF, 1982
2. Training schemes for women in the Government of India, New Delhi, National Institute of Public Cooperation and Child Development, Women's Development Division, 1989
3. Women's Studies In India: Information Sources, Services and programmes/ compiled by Anju Vyas and Sunita Singh, New Delhi: Sage, 1993
4. International Handbook of Women's Studies/ edited by Lou Lou Brown...[et.al.], New York: Harvester Wheatsheaf, 1993
5. Women in Third World: A directory of resources/ compiled and edited by Thomas P. Fenton and Marry J. Herfronn, Mary knoll: Orbis, 1987
6. Women's Studies: A guide to information sources/ Sarch Carter and Maureen Ritchie, London: Manshell, 1990
7. Assistance for women's development from national agencies: development programme, 3 Vol., Mumbai: Popular, 1992

Appendix - 9

LIST OF FREQUENTLY USED BIOGRAPHICAL SOURCES IN ORDER OF PREFERENCE

1. Who's Who in Women's Studies in India, Mumbai: SNDT Women's University, 1984
2. Who's Who of Indian Women, Chennai: National Biographical Center, 1977
3. Women Social Scientists: Asia Pacific, Bangkok: UNESCO, 1987
4. Directory of Women Experts in Asia and the Pacific, Bangkok: United Nations Economic and Social Commission for Asia and the Pacific, 1987
5. Directory of Indian women Today, New Delhi: India International, 1997

Appendix –10

LIST OF FREQUENTLY USED STATISTICAL RESOURCES IN ORDER OF PREFERENCE

1. Women in India: A statistical panorama, Prabash P Singh, New Delhi: Inter India, 1990
2. Women in India: A statistical profile, New Delhi: Ministry of Human resource Development, Department of Women and Child Development, 1988
3. Women and Development/ Sheel C Nuna, New Delhi: National Institute of Educational Planning and Administration, 1990
4. The World's Women 1970-1990: Trends and Statistics, New York: United Nations Publications, 1991
5. Handbook of International Data on Women/ Elise Boulding…[et.al.], New York: Wiley, 1976
6. Women in the World: An International Atlas/ Jani Seager and Ann Olson, London: Pluto, 1986
7. Statistics relating to employment and unemployment of women, New Delhi: Planning Commission, 1985
8. The Status of Women: Literacy and Employment/ Ashok Mitra, Mumbai: Allied, 1979

Appendix - 11

LIST OF FREQUENTLY USED DISSERTATION SOURCES IN ORDER OF PREFERENCE

1. Bibliography of Doctoral Dissertations, New Delhi: Association of Indian Universities (AIU)
2. University News, a weekly journal, New Delhi: Association of Indian Universities (AIU)
3. Women's Studies: A bibliography of dissertations 1870-1982, New York: B Blackwell, 1985
4. Indian Dissertation Abstracts, New Delhi: Indian Council of Social Science Research, Quarterly

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 027-097-E
Division Number: III
Professional Group: School Libraries
Joint Meeting with: -
Meeting Number: 97
Simultaneous Interpretation: Yes

From bud to blossom - How to become an information - literate person *and* learn a subject/topic

Elisabeth Tallaksen Rafste
Agder University College
Arendal, Norway

Abstract:

Education shall not only transmit learning; it shall also provide learners with the ability to acquire and attain new knowledge themselves
(Core curriculum for primary, secondary and adult education in Norway 1993:15)

The process from information to knowledge is discussed as part of the learning process students must go through to achieve a successful and effective outcome of the process. In a school situation models for the information-seeking process are too general, rational and linear to give indications for practice. Four didactic dilemmas are discussed to present more aspects of the process. The importance of professional instruction and guidance is stressed as is the cooperation of teachers and school librarians to make the students succeed in transforming information into knowledge in a meaningful way.

Introduction

The aim of this paper is to discuss the process from information to knowledge in educational settings, involving school librarians and teachers, school libraries and classrooms. The fundamental focus for discussion is built upon pedagogical theory and research as well as on theory and research in library and information science. The claim is that moving from information to knowledge must be a contextualized process, *not* a process per se. It must be a question of students' learning of learning strategies as well as learning more about a topic or subject. This is a complicated learning process in which the students are active in acquiring new knowledge. It constitutes a didactic challenge in modern education.

My point of departure for discussing the process from information to knowledge is Pitts' and Stripling's model of the information-seeking process - another name for the process from information to knowledge. In the first part of the paper I discuss the model in relation to four didactic dilemmas or challenges. These are challenges the instructor or tutor needs to take into consideration when training and guiding the students. The students also ought to know about the process as well as the challenges. In part two I go deeper into what I call *'the big leap'*, the transforming of information into knowledge; a two-sided learning process with a double learning aim, learning strategies and learning subjects. What training and guiding do the students need to make this leap? The last part of the paper focuses on the roles of the school librarian and the teachers during student - active work.

The information-seeking process - point of departure for the discussion

There are many models of the information-seeking process. The model Pitts and Stripling (1988) have developed consists of ten steps, and gives a good differentiation of the process:

Step 1	Choose a broad topic
Step 2	Get an overview og the topic
Step 3	Narrow the topic
Step 4	Develop a thesis or statement of purpose
Step 5	Formulate questions to guide research
Step 6	Plan for research and production
Step 7:	Find/analyze/evaluate sources
Step 8:	Evaluate evidence/take notes/compile bibliography
Step 9	Establish conclusions/Organize information into an outline
Step 10	Create and present final product

The model is, as most others, a rational, efficient and intellectual description of students' working process on a project. It describes the process as universal - this is the path for everyone - and as linear - through step one to ten. This is theory. What about practice? How do the 30 students in our class manage to go through the process from information to knowledge? What challenges do they face and what should they know about the process? What do the instructors or tutors have to keep in mind when guiding the students through the process? These questions will be approached through four dilemmas. Each dilemma is presented as an extreme on a continuum:

Is the information-seeking process
Dilemma 1 a cognitive process ←-------or------------→ a cognitive, affective, social process?
Dilemma 2 a linear process ←--------or---------→ a non-linear process?
Dilemma 3 a general process ←-------or------------→ an individual process?
Dilemma 4 a process per se ←-------or-----------→ a process integrated in school subjects?

Dilemma 1 The information-seeking-process:
a cognitive process ←———or———→ a cognitive, affective, social process?

The ten steps of Stripling and Pitts' model appear as a unit, a meaningful process where the students go through a rational, cognitive process. But the process is often influenced by more than intellectual thoughts and acts. Carol Kuhlthau (1993) has, in her research on students in senior high school, found how their feelings affect their thoughts and activity during the seeking process. They were anxious they would no manage the task given. They were anxious about how to narrow the topic and obtain a focus.

Considering Kuhlthau's findings - and certainly Pitts (1994) has done so in her research - will be important for the instructors. It will influence the way they communicate with the students. The students in Kuhlthau's research work had little formal support from teachers or school librarians through the first five steps of the model. Some students even thought it was cheating to ask an instructor for help.
The confusion and anxiety were most difficult to handle through the first five steps until they had worked out a focus for their project. They were struggling more on the right side of the continuum above than on the left. What about the students that did not manage to work out a focus? Kuhlthau found that some of them gave in, while others went on without a focus, ending up in copying texts they had a vague feeling were relevant.

In the research work of Chang-Wells and Wells (1993) on young students in primary school doing project work, they stress the importance of introducing the students to a common set of concepts on the topic in question. This was a way to make sure they understood what was meant by what was said in discussions and in texts. It provided a platform for them all to advance from. The instructor also played an important part in guiding the students through the first five steps in the model, asking questions that not only supported but also challenged their thinking. Young students obviously need more instruction than older students to go from information to knowledge. On the other hand Kuhlthau's findings indicate that older students, depending how often they have been through the process, also need careful instruction. The value of having a common set of concepts on a topic, and that includes a plenum motivation through introduction of the topic, might reduce the anxiousness of the students. The introduction might be in the school library as well as in the classroom. I suggest this step to be the first in an information-seeking process.

The information-seeking process also encompasses social aspects. How does the communication between student and instructor and/or students influence the process? How does good communication enhance the process and bad interfere? We do not know enough about this. Limberg (1998) observed in her research work on Swedish students in senior high school how time - consuming and frustrating bad communication in the study groups was for their progress. In my own research work on students' use of the school library in senior high school in Norway (Rafste 2001), I was told by teachers as well as school librarians and students about the social side of the work process. Project work *was* most often groupwork, and the communication in the group varied. But what usually happened was that the students took on *one* issue of the topic each, and dropped the discussion in the group, or what was worst: one group member took on the responsibility of the whole group and worked from information to knowledge on her own. This way of learning would not have happened if there had been active instruction through the process. To neglect the importance of social interaction in the information-seeking process is to neglect the positive learning effect of many 'voices' to challenge our own understanding and points of view.

Dilemma 2 The information-seeking-process:
a linear process ←———or————→ a non-linear process

The model describes the information-seeking process as linear. In practice it is non-linear
All 'model makers', including the one in question, will agree on this (cf. Eisenberg and Berkowitz 1988, Kuhlthau 1993). It is like struggling back and forth on the continuum above. Sometimes the path takes on a smoothness - the students walk on the left side of the continuum. They see more clearly what to focus on, what information will be relevant, how to compare different views on a matter, etc. At other times the path seems barricaded by tangles of dim and diffuse thoughts, by loads of information, by difficulties in understanding texts, etc. There is a need to reverse, not to advance. The student stumbles on the right side of the continuum. But do the students know this back - and - forth process as a natural way of rambling to acquire and attain new knowledge? A way through shrubs and clearings? The students in Kuhlthau's study and also those in my own study seem to be ignorant of it - or ignore it. The need for an instructor is also obvious here - the need for a 'walking stick'.

Dilemma 3 The information-seeking process:
a general process ←——or————→ an individual process

The model gives the impression of the information-seeking process being general, the same for everyone. It is not. L. Limberg (1998) found that the students went through the process in different ways. What made the difference depended on what in the process the students found important and how they used the texts they had selected as relevant. The different understandings of information search and use have to do with a 'feeling', Limberg says, of the texts when it comes to analyzing, interpreting and critical thinking. It is not so much a question of searching and absorbing information as a question of understanding the content of the information. To do so is a demanding intellectual activity. The indivdual way of working through the process also influences the result of learning, according to Limberg. She relates her findings to two different attitudes to the information-seeking process: an *atomistic* and a *holistic*. The atomistic attitude leads to a process where search and use constitute a piling up of facts. She asks whether this attitude to information-search and use might have something to do with their previous experience in using the school library. In my opinion this is part of the answer: it has to do with the ways the students have been trained in using the school library, but I think it has even more to do with the school's belief in the textbook and knowledge as 'given'. The holistic process is characterized by search and use as an analysis of different views of an issue, and a discussion of these views. Limberg's findings support the assumption that students have different attitudes and understandings of information and the process of processing relevant information into their own, new knowledge.

The Swedish researcher R. Säljö (2001) emphasizes the importance for the school to make all students understand what ways of working on a topic are expected of them. What is obvious for teachers and school librarians is not so for students without experience of acquiring and attaining new knowledge themselves. His point of view is important when we are concerned with the information-seeking process, and is in line with Limberg's findings. The students have to understand thoroughly what this education aims at in student-active and exploring learning processes. To provide them with these abilities, good instruction and guidance are needed, not general instruction, but instruction adapted to the individual through communication. These angles lead to the last didactic challenge:

Dilemma 4 The information-seeking process
a process per se ←——or————→ a process integrated in school subjects

Is the process from information to knowledge - from bud to blossom - a general ability the students can learn decontextualized from their school subjects - a process often called *'learning to learn'* ? Is it a process that can be transferred to all later projects or exploring tasks, or does it have to be contextualized to have a goal-directed learning effect? Research (cf. Säljö, Limberg, Kuhlthau) indicates that contextualizing is needed. The process must be embedded in the topic the students are going to attain new knowledge in. What is practice like? My own research work (Rafste 2001) demonstrates that everywhere there is a severe lack of training and instruction in the information-seeking process in the first place. The students get an introduction to the school library of one or two hours at the beginning of their first year of senior high school. No more. It is a decontextualized introduction to where to find the different material and texts and how to search for these in the catalogue. There was little or no tradition to involve the school library before or during student-active and exploring tasks. The students were more outside the above continuum than on it. When on it, they were on the left side of the continuum. Walking towards the right side was not a question of discussion - it was a blank spot. To make a move towards the right side of the continuum presupposes cooperation between the school librarian and the teachers. In the last part of this paper I will discuss this. Before that the big leap from transforming information to knowledge will be discussed. In my opinion this is the most challenging stage of the process.

The big leap: transforming information into knowledge - chaos or learning?

The information- rich society presupposes the ability to read in many ways, not only as a student who consumes, but as a student who has the ability to produce in creative ways on the basis of what she or he has read. For all students managing the process from information to knowledge is something dramatically new, Säljö (2001) claims. New - and difficult. This is exactly what L. Limberg's (1998) research work indicate. She demonstrates how the students' different ways of understanding their task/project influenced *what* information they gathered, *how* they evaluated it and *h*ow they transformed the information into new knowledge. The research also demonstrates that the way of understanding the project was related to the learning effect of the project.

A pressing question coming out of this research is how instructors can help the students, not only to pile up facts and present these as their product or new knowledge, but to help them to transform relevant information into new knowledge that gives new insight into the topic. One way of looking into this is to have a wide variation of sources to meet the different students' level in a class. Further actions to take are to train the students' ability to make overviews of texts and to structure and grasp conceptual knowledge (Säljö 2001). Summarizing text, that is, grasping the main contents of the text and evaluating the text critically, will likewise be of importance. It must be embedded all the way in goal-directed and meaningful actions. But there is not only *one* general way of doing this. Säljö writes that methods of structuring and evaluation will depend on the subject, the activity and the context of the project. He stresses that this makes it important for the students to be instructed by a professional to attain these abilities. The professional will be the school librarian for some steps in the information-seeking process, the subject teacher for others steps.

Another angle of incidence to facilitate the 'big leap' - the transformation from information to knowledge - is guiding the students in metacognitve strategies. Metacognition is knowledge of and control of the students' own cognitive system. The professional instructor leads the students to see and understands how the professional understand the topic, what skills are needed to do the job and what strategies are needed to work effectively and in a goal oriented manner. By doing this the students as novices are given an opportunity to understand the expert's way of reasoning and acting.

Coaching and cooperation - parallell or complementary roles?

We have discussed four didactic challenges that come out of Stripling and Pitts' model of the information-seeking process. We have called attention to the challenges this way of teaching gives teachers and school librarians. In the last part of this paper we shall discuss what roles school librarians and teachers will have as instructors and guides in the process. In what ways are the roles related to each other? In what ways are they complementary?

In my research work (Rafste 2001) I was suprised to find little or no cooperation between the two professions. Teacher and student cooperated well - but the school library was never involved. School librarian and student cooperated well, but the teacher was never involved. There was a missing link between teacher and school librarian. The school librarian knew little or nothing about the projects where the students would work actively in the acquisition of new knowledge. The school librarian was not a member of the planning group for projects. There was no guiding or instruction of the students in the school library before or during the project. The students knew they could ask the teachers for guidance, but did so to a very little degree. The teachers did not see the activity in the school library as part of their work. They were not anxious to know what sort of learning took place there. They were not anxious about the process, but the product.

How does this go together with the ten steps in the information-seeking process and the didactic challenges discussed so far? It keeps the process's status as a decontextualized one; a process that has nothing to do with the learning and knowledge in the classroom. Information literacy still seems to be new to both school librarians and to teachers. In my study I mostly observed traditional classroom teaching. When 'project' was on the timetable, the students were to a large extent left to themselves. Teachers and school librarians were complaining about students' attitudes and understanding of different texts, different sources. They were frustrated by the students' use of copying and printing and lack of transforming the information into knowledge. Would all parties benefit from working together, the teachers and school librarians constituting a complementary team of instructors? In some schools all three parties have profitted on doing it this way. The school librarian plays a part in the process from planning to evaluating, thus making goal-directed and procedural instruction possible. The teacher has the overall responsibility for a learning process based on the content of the core curriculum. S/he will also know the students and their capacity best. The school librarian is the professional when it comes to searching and evaluating of texts, both analogue and digital. They can both motivate the students because they both know what is important for the student to know to attain new knowledge.

Conclusion

For students to learn the model's ten steps through the information-seeking process is not enough. Alone the model is like a skeleton - without life. The topics or subjects are the flesh. It is only in the interaction between the two that new knowledge will be attained by the students, and in individual ways. In this complicated interaction both teacher and school librarian must play complementary roles as professional instructors.

References:

Chang-Wells, G. L.M. og Wells, G. (1993): Dynamics of Discourse: Literacy and the Construction of Knowledge. I Forman, Minick, Stone: *Contexts for Learning.* Oxford university press, Oxford.

Core Curriculum for primary, secondary and adult education in Norway (1993): Oslo: The royal ministry of education, research and church affairs.

Eisenberg and Berkowitz (1988): *Curriculum initiative: An agenda and strategy for library media programs.* Norwood, New Jersey: Ablex publishing corporation.

Kuhlthau, C. C. (1993): *Seeking meaning. A process approach to library and information services.* New Jersey: Ablex publishing.

Limberg, L. (1998): *Att söka information för att lära.* Borås: Valfrid. Dissertation

Pitts, J. (1994): *Personal understandings and mental models of information: A qualitative study of factors associated with the information-seeking and use of adolescents.* Florida state university. Ph.D. dissertation.

Rafste, E.T. (2001): *Et sted å lære eller et sted å være. En case studie av elevers bruk og opplevelse av skolebiblioteket.* Oslo: Unipub. Universitetet i Oslo. Dissertation for Ph.D.

Säljö, R. (2001): *Læring i praksis. Et sosiokulturelt perspektiv.* Oslo: Cappelen akademiske forlag.

Stripling, B. and Pitts, J. (1988): *Brainstorms and Blueprints. Teaching library research as a thinking process.* Englewood, Colorado: Libraries unlimited.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 030-097-E
Division Number: III
Professional Group: School Libraries
Joint Meeting with: -
Meeting Number: 97
Simultaneous Interpretation: Yes

From information to knowledge

Solomon Mahapa
University of South Africa
Johannesburg, South Africa
E-mail: solomonma2002@yahoo.com

The theme of this session, From information to knowledge plays a pivotal role in many areas of life. Thus it is important that each and every country around the globe always aims to invest largely on young people in relation to matters dealing with information. The reason behind this is the fact that young people are mostly viewed as our future leaders. And therefore they should be equipped with information that will be transformed into a sound knowledge thereby adding value to various nation states. Also applicable in this reasoning is the fact that through the proper use of information young people will be able to sustain challenges that might confront them in their futuristic endeavours. In this regard my discussion will centre around young people emanating from Lenasia and Soweto schools.

The idea behind this is based on the fact that I have carried out a survey in these areas (Lenasia and Soweto) with the intention of trying to ascertain the manner in which young people from the said areas respond to various information issues which are mostly based on their school work in its entirety. Thus as purported in my abstract I discovered certain inequalities which obviously disturb the process of enriching our young people with information and thereby ensuring that they become competent leaders of tomorrow. The inequalities are mostly dominated by the availability of in-house school libraries at Lenasia as opposed to a lack or shortage of such libraries at most Soweto schools. Thus one can imagine the benefit which young people from the former schools enjoy as opposed to the disadvantage which young people from the latter schools are faced with. And this obviously result in poor mastering of information for the better half of young people emanating from a geographical position of schools under the ambit of Gauteng Department of Education. As I have mentioned earlier on I will discuss key aspects in relation to the

theme of this session from a South African perspective in which young people from the said areas are faced with in terms of dealing or handling information related issues.
Key aspects will include the following viz: 1. In-house School Libraries 2. Effective and Efficient use of Information 3. Teachers and Librarians views 4. Young people's view 5. Achievements 6. The way forward

1. In-house School Libraries

This aspect is mostly an advantage which young people from Lenasia schools enjoy. The schools around the area have a reasonably fair amount of collections within their libraries. And hence young people are able to deal with the use of information even though much room for improvement is still required. The school librarians available at these schools are able to teach young people all the necessary skills available in the proper use of information. This obviously include carrying out searches in various sources and also applying a fair amount of critically assessing the information being sought for their school work. Thus in comparison to the young people from Soweto schools the above can be achieved only if the Education department can realise the need to have libraries in such Schools. And this impacts negatively to the young people from the schools under discussion but nevertheless Public libraries are somewhat playing a major role in ensuring that young people are being taught the necessary skills applicable in the use of information. And these young people are showing a lot of initiative in terms of trying to master the skills applicable in information use. Testimony to this is the regular usage of public libraries even during school holidays. And this clearly shows that young people are willing to learn all the skills applicable in information use and one could also deduce that these skills will help them in every aspects of their academic lives.

2. Effective and Efficient use of Information

The above aspect mostly benefit young people from Lenasia schools in a way, but this does not mean young people from Soweto are totally ineffective and inefficient in terms of the proper use of information. The reason behind this as mentioned earlier on is the availability of school libraries which benefits the other group. What is mostly experienced as expressed by school librarians interviewed in Lenasia area is that young people are able to identify most of the sources required for their school assignments or projects, but they lack the ability to analyse the content of such information as described in sources. The common trend is that these young people are unable to transform the information into a meaningful form without copying verbatim. This is a sentiment which is shared by both Teachers and School librarians in the area. Even though an improvement is witnessed in various cases, the assertion noted by the above mentioned mentors clearly shows that the is still room for training which should be applied. Whilst reflecting on young people from Soweto schools the trend is somewhat different. The only reliance for these young people is that of Public libraries which is mostly available after hours. Thus the effectiveness and efficiency of information thereof still appear as a major problem to the majority of these young ones. The Public librarians are playing a pivotal role in helping these young regarding the identification and proper use of information for school assignments and projects. Even though they (Librarians) unable to spend most of their time with these young people as they have other matters to attend to, but the important part is that librarians are trying by all means to promote the effective and efficient use of information. The importance of being able to use effectively and efficiently is mostly as a result of being able to deal with complex information issues which might include assignments, projects and other various tasks. Thus it is imperative for young people to learn from an early age how to search for information, to use it critically and most importantly to convert such information into knowledge. The important part that I have discovered with these two groups of young people is that they are showing a lot of character in terms seeking to empower themselves with the proper use of information. And even though the other part of the coin are at an advantage, that does not deter the other part from seeking to improve their skills in that respect. This means that young people from Soweto are at a disadvantage but their regular visits to the Public libraries clearly shows that they are prepared to empower themselves with information.

3. Teachers and Librarians views

Firstly the reflection will be on Teachers who are the main mentors of these young people. Their assertion as per the interview carried out is that they think it is important for young people to be able to deal with complex information at an early and thus be able to transform such information into a meaningful form so as to add value thereof. They also expressed that it is always to give out assignments and projects which requires the carrying out of research by young people. This will obviously help them as they grow to maturity and enter various fields of academic or perhaps the job market which will obviously call for a research. Librarians are also of the same view and express a need for young people to keep up pace with the changing world in terms of information related issues. They also emphasised that it is important for young people to be taught the necessary skills of information use through the usage of various computer programs in the library field. Thus for both young people emanating from Lenasia and Soweto schools the assertion expressed by both Teachers and Librarians from the two camps clearly denotes that the is a lot of improvement being observed from the said young people in matters dealing with information. Thus from what I have discovered I can attest to the fact that our young people from the South African context are improving their skills in the usage of applicable information and this will obviously help them in their futuristic endeavours in cases where they will be faced by complex issues. Importantly again is the fact that an interaction between Teachers and Librarians is of paramount importance. The idea being aimed at ensuring that young people are constantly encouraged to develop a need to master all the skills applicable in the proper use of information. Content analysis was also a concern expressed by both Teachers and Librarians interviewed. They hinted that the regular use of information would gradually eradicate this problem and our young people would definitely know how to critically assess information and thereby analyse the content thereof. Whilst the major concern of Teachers from Soweto schools was largely based on the availability of in-house libraries, but they complemented the Public librarians for a job well done in ensuring that young people from the said area are equipped with the necessary skills in mastering the use of information. Their concern rests with the Gauteng Department of Education which must ensure that schools within that vicinity are afforded the necessary school libraries with a fair amount of collections which will obviously be supplemented by the collections available at Public libraries. Thus in a true sense mentors from both camps expressed a great satisfaction the way in which their young people respond to information related issues.

4. Young Peoples' views

Young people from Lenasia who were interviewed expressed a dire need to master the skills applicable in the use of information. They hinted that the manner in which they seek information is still at an infancy stage, the reason being that the is a high volume of information available in which one must ensure that he or she picks up the relevant information as opposed to the irrelevant one. They also stated the confusion that always confronts them when they seek to break down the information to a formidable form. Thus assistance is regularly sought from both school and public librarians in an attempt to identify the relevant information. Some of the reasons highlighted for the above is the time frame in which the school assignments or projects are due. This obviously impacts negatively as they have to rush on getting the relevant information for the required assignment or project. Whilst young people from Soweto schools hinted the obvious factor which is the lack of in-house school libraries. And this impedes their desire in trying to learn the skills available in mastering the usage of information. Another point they highlighted was that of shortage of certain sources of information in their public libraries whereby they pointed out that their public libraries are not well stocked and they sometimes battle to acquire the relevant information for their history or science projects. Thus the views as expressed by these young people clearly shows that given the appropriate resources they will obviously be in a better position to tackle complex issues which are mostly govern by information. And another worrying factor as they hinted was the technological changes which are being dominant in every facets of life, and this obviously calls for a need for them to able to deal with information of whatever nature in order to ensure betterment in their lives. As they pointed out one can deduce that these young people are willing to learn more about information use and thereby stand up to whatever challenges that they may come across.

5. Achievements

On the above aspect, I discovered that young people who effectively use information in the right form always achieve the best results. The indication I had gathered at Lenasia is that best achievers attribute their success to the effective and efficient use of information. They also pointed out that is always imperative for one to be able to assess the given information so as to analyse its content rightly in the quest the forming a sound base of knowledge within ones' mindset. This implies that a young people who applies all the skills necessary for the proper use of information should be able to transform such information into knowledge hence the theme of this session is termed 'From information to knowledge. Teachers at the above school are mostly proud of their young people as they participate in various sessions with other schools from designated areas. These sessions are mostly govern by debating sessions whereby young people from different schools express their facts and points on divergent topics. These topics are brought forth to test the researching skills of young people that is where one can be able to see that young people are able to deal with information or are not able at all. Thus most of the young people from Lenasia school have won certain accolades in relation to their debating skill. And others are awarded merit certificates in certain subjects such as English, Maths or Science. These achievements clearly denotes that recipients thereof are able to deal with information related issues effectively. Whilst reflecting on young people from Soweto schools their achievements are somewhat the same as those of young people from Lenasia schools. But theirs are witnessed at their influx in institutions of higher learning whereby they enrol in large numbers to pursue various educational programs. This does not imply that young people hailing from Lenasia schools are not enrolling in massive numbers, the point that I am trying to highlight is that young people from Soweto as per their assertion believes that getting the best results at school level will ensure them a place at institutions of higher learning. But all in all young people from both camps (Lenasia and Soweto) always ensure that they achieve the best results so as to enrol at institutions of higher learning for the betterment of their future and that of their country.

6. The Way Forward

This aspect can directed mostly to the Teachers and Librarians as mentors of these young people in that they must ensure that the said young people are constantly engaging in the use of information in their everyday lives. And this cannot be left alone to the said mentors even the Educational stakeholders at the said designated areas must ensure that schools in particular those from Soweto are afforded the necessary school libraries with a fulltime librarian to ensure the proper use of information by our very own young people. Thus in conclusion I can attest to the fact that young people from the South African context in particular the above discussed schools are showing a lot of initiative in terms of mastering the skills necessary for the proper use of information. And thus they will carry such initiative for the rest of their lives so as to empower our country with the necessary skills in order to compete fairly with other countries around the globe.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 031-097-E
Division Number: III
Professional Group: School Libraries
Joint Meeting with: -
Meeting Number: 97
Simultaneous Interpretation: Yes

The role of the principal in an information literate school community: findings from an International Research Project

James Henri
Director, Centre for IT in School and Teacher Education at the University of Hong Kong
Hong Kong jhenri@hkuspace.hku.hk

Lyn Hay
Lecturer, School of Information Studies, Charles Sturt University,
Australia lhay@csu.edu.au

Dianne Oberg
Professor, Department of Elementary Education, University of Alberta,
Canada doberg@ualberta.ca

Abstract

Research has shown that principal support is a key factor in the implementation of effective school library or information literacy programs in schools. An international study of the principals' role in developing and supporting information literacy programs was conducted in Australia, Canada, Finland, France, Japan, Scotland, and South Korea. Principals and librarians in all countries except South Korea differed significantly on the amount of time they perceived the principal to spend on tasks related to the information literacy program. Principals believed they spent more time on these tasks than did librarians. Principals and librarians in Australia, Finland, and Scotland agreed about the amount of time they thought the principal should spend on such tasks in the future. In Canada, Japan, and South Korea, however, there were significant differences between the two groups; the principals believed they should spend more time on the tasks in the future than did the librarians. Overall mean scores on present and future perceptions suggested that in five of six countries *principals and librarians are well-aligned in their beliefs about the role of the principal; the exception was Scotland where school librarians are not qualified teachers. These and other findings should be useful to principals and librarians in schools throughout the world, as they struggle in difficult times to provide quality schooling and information services and to contribute to the development of literate and independent library users.*

Introduction

The details of the design, administration, and results of the international study of the role of the principal in developing school library programs have been shared by the research team through many presentations and publications. The latest of these is the IFLA Professional Report being launched at the 68th IFLA General Conference and Council here in Glasgow, Scotland. This summary paper has been drawn from these previous presentations and publications. Reports from each of the countries participating in the study are available on the website of the research project at http://farrer.riv.csu.edu.au/principal/survey/report.html.

The international study of the role of the principal in developing school library programs grew out of interest generated by qualitative studies completed in Canada and Australia (see, for example, Hay & Henri, 1995; Henri & Hay, 1996; LaRocque & Oberg, 1990; Oberg, 1996) and reported at conferences of the International Federation of Library Associations and Institutions (IFLA) and the International Association of School Librarianship (IASL). One impetus for the study, for the Australian and Canadian researchers, was the desire to know if similar findings would emerge from studies conducted in countries with educational systems and school library development that were quire different from those of Canada and Australia. Involving non-English speaking countries in the international study reflected to some degree the diverse cultures and languages of IFLA members.

The international study, funded both IFLA and IASL, involved surveying both principals and librarians about principal support. The Australian and Canadian researchers established an International Research Reference Group (IRRG) of researchers from the seven countries involved in this international study (see Table 1). The roles of the members of this group were to: (a) provide input and advice regarding the adaptation and translation of the quantitative and qualitative data collection instruments for their countries; and (b) plan and administer the procedures for data collection, analysis, and reporting of findings in their countries.

Table 1
International Research Reference Group*

Australia	James Henri	Senior Lecturer
	Lyn Hay	Lecturer, School of Information Studies, Charles Sturt University, Wagga Wagga
Canada	Dianne Oberg	Associate Professor, School of Library and Information Studies, University of Alberta, Edmonton
Finland	Liisa Niinikangas	Information Specialist and Partner, Lighthouse Consulting, Tampere

France	Colette Charrier	President of FADBEN and Teacher-librarian, Lycee Guez de Balzac, Angouleme
Japan	Setsuko Koga	Professor, Department of Education, Aoyama Gakuin University, Shibuyaku
Scotland	James Herring	Head of School (Acting), Department of Communication and Information Studies, Queen Margaret College, Aberdeen
South Korea	Yoon Ok Han	Professor, Department of Library and Information Science, Kyonggi do University, Suwon-City

* Titles and affiliations in 1998.

Research Design and Methodology

The international study of the role of the principal in developing school library programs was designed to collect and analyze primarily quantitative data about the perceptions and beliefs of principals and teacher librarians in a diverse range of countries and educational settings. While the qualitative studies conducted in Australia and Canada had provided in-depth understanding of a small number of schools in two countries, the researchers felt that it was important to test the validity of these findings through a quantitative study. Having identified the factors of influence and support that exist between the principal and the teacher-librarian though qualitative studies in two countries, the researchers undertook the development of quantitative instruments to test the existence of these factors across a broader range of schools and in a larger number of countries.

Design of Survey Questionnaires

The questionnaires used in the international study were developed and tested in Australia. The questionnaire items were based on interview questions, data categories, and key factors derived from the original qualitative studies. Two model questionnaire sets--one for principals and one for librarians--were developed. The three instruments in each of the questionnaire sets included both closed-choice and open-ended questions.

Instrument 1 was designed to identify demographic variables for each of the country samples including the characteristics of the principals and librarians and the characteristics of individual schools. Principal and librarian respondents were required to provide their own personal and professional details. In addition, the principals were asked to provide some whole school data, while the librarians were asked to provide specific library data. In this way, the researchers reduced the data input burden for participants and avoided duplication of data.

Instrument 2 was designed to identify the level of principal support for the library program and the librarian. Both principals and librarian answered the same 50 questions (31 perception factors and 19 belief factors), using 5-point rating scales.

In Instrument 3, both principals and librarians were asked the same 9 open-ended questions, related to the strengths and challenges of the library, the contributions of librarians to teaching and learning, the nature of information literacy, barriers to integration of information skills, the promotion of the library, and the respondents roles in developing and supporting an information literate school community. Librarians were asked two extra questions related to ways they used to maintain their credibility and ways that their principals could provide them with additional support.

More detail on the background to this study and on the design and administration of the international study is provided in other papers (Oberg, Hay & Henri, 2001a, 2001b). Readers should note that the terminology used for principals and librarians in schools varies considerably across the seven countries involved in this international study. Except in the case of direct quotes or where clarity of meaning requires, the terms "principal," "librarian," and "library" are used in this paper.

Survey Participants

The researchers in each country selected the survey participants in the way most appropriate to their local context. In no case was a country-wide survey attempted. In several cases, there were not librarians in many of the schools in the country or in the schools in the regions that could be selected for the study. The response rates for each country are presented in Table 2, at then end of this section.

In Australia the study was conducted within the Australian Capital Territory (ACT), a relatively homogeneous socio-political area with a population of approximately 310,000. All schools within the ACT within the public and Catholic systems that employed both a full time principal and a teacher librarian were surveyed. There were 246 schools included in the project: 191 were public schools (with K-6, 7-10, and 11-12 schools) and 55 were Catholic schools (with K-6 and 7-12 schools).

In Canada, the study was conducted in the elementary and secondary schools of the province of Alberta in Western Canada. Not all schools in Alberta have teacher-librarians and no school district in the province is large enough to have 200 schools with teacher-librarians. The sample for this study was the 252 schools, scattered across the province, each having a teacher-librarian assigned at least one-half time to the school library program.

In Finland the study was conducted in 86 upper secondary schools in southern Finland. The Helsinki region (including Helsinki, Espoo, Vantaa, and Kauniainen), the only metropolitan area in Finland with the population of more than one million, was the target area of the research. Two towns to the north of Helsinki, Tampere (population of 180 000) and Lahti (population of 70 000), were also included. Lahti is a town with experimental mixed upper secondary and vocational schools and is well known for its school library development.

In Japan the study was conducted in 100 schools: 40 were high schools serving students aged 15-18 in Tokyo, an urban context, and 60 were primary and junior high schools serving students aged 6-14 in northern and central part of Japan, a rather rural area.

In Scotland, virtually all state secondary schools (serving students aged 11-18) have professional librarians who are referred to as "school librarians." For this project, it was decided to survey only state secondary schools since primary schools in Scotland do not have school librarians, and some schools in the private sector do not have qualified librarians. Questionnaires were sent out to 200 schools (50% of all Scottish secondary schools) with an equal balance of urban and rural schools.

In South Korea the study was conducted across the 11 high school districts of Seoul. Selection of the research participants could not be done by random sampling because all high schools in Seoul do not have teacher-librarians. In all of Korea there are 252 teacher-librarians, and 175 teacher-librarians are in high schools. The 141 high schools that have teacher-librarians in Seoul were selected as the research participants.

In France the study was conducted in two different educational regions, Grenoble and Nice. The questionnaires were sent to 295 secondary schools, including colleges serving students aged 11-15 and lycees serving students aged 15-18. One in three of the schools in the two regions were contacted. The schools were located in different geographical areas: urban, rural, remote, mountainous and seaside. The researchers in France decided to complete their own data analysis. Although overall findings from France were reported at the 1998 IFLA conference, the data from that study is not yet available in English and therefore could not be included in this paper.

Table 2
Survey Response Rate

Country	Schools Surveyed	Principal Response		Teacher-Librarian Response	
	n	n	%	n	%
Australia	246	38	15%	40	16%
Canada	252	40	16%	59	23%
Finland	86	40	47%	36	42%
Japan	100	68	68%	68	68%
Scotland	200	44	22%	42	21%
South Korea	141	43	30%	44	31%

Data Collection and Analysis

Each IRRG member was responsible for the collection of data in their country and for the entry of those data via the World Wide Web into a database at the School of Information Studies, Charles Sturt University (CSU). The quantitative data (responses to Instrument 1 and 2) entered into the CSU database was analyzed using the SPSS software program by Hay and Henri at CSU. Frequency analysis was used to get an overall picture of the data, and t-tests were used to check for significant differences between the responses of principals and teacher-librarians. In order to get an overall comparison of the data across the countries and to test the correlations between the overall responses of librarians and principals in those countries, overall mean scores were calculated for Present Perceptions, Future Perceptions and Beliefs for the librarians and the principals in each country. The overall mean scores were obtained by adding together the means of the questions and statements using the 5-point rating scales for Part A: Perception Factors (0=no comment, 1=none, 2=a little, 3=some, 4=a lot), and Part B: Belief Factors (0=no comment, 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). The qualitative data (responses to Instrument 3) entered into the CSU database was analyzed using a framework and content analysis procedures developed by Oberg at the University of Alberta. The NUDIST*QSR software program, designed for use with textual qualitative data, was used to gather together all the responses to each open-ended question from all the principals in each country and all the librarians in each country. Responses to the open-ended questions from Instrument 3 were analyzed through a process of reading and re-reading responses, noting the content of responses, identifying themes or categories according to the content, and then grouping and re-grouping the responses within the themes or categories. This interpretive process began with reading all the responses to get an overall sense of the data. Then, each of the open-ended questions was analyzed. Cross country comparisons were conducted using the same content analysis approach.

Findings from the International Study

In this section of the paper, the researchers give highlights of the findings of the study, with examples from the findings for individual countries and with examples from the findings of the cross-country comparative analysis.

Findings from Instrument 1

Two differences evident in the data from Instrument 1 were the gender and age of the principals and the librarians. Across all of the countries in the study, most principals were male and most librarians were female (Table 3). This gender difference was statistically significant ($p \leq .001$) for all of the countries in the study, even though the actual gender percentages varied from country to country. The percentages ranged from 57% in Australia to 88% in Japan for male principals and from 74% in France to 100% in Australia for female librarians.

Most principals were older than most librarians. This age difference was also significant ($p \leq .001$) for all of the countries. Most principals were in their fifties while most librarians were in their forties (Table 4). The exceptions were in South Korea where most principals were over 60, in Scotland where most principals were in their forties, and in Finland where most librarians were in their fifties.

Table 3
Gender of Survey Participants

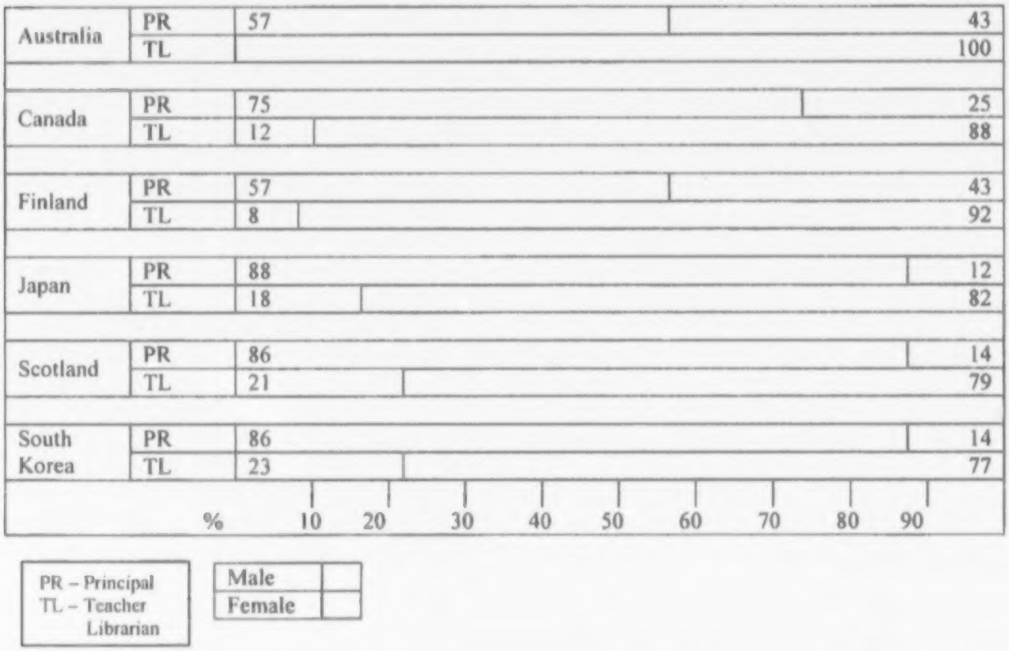
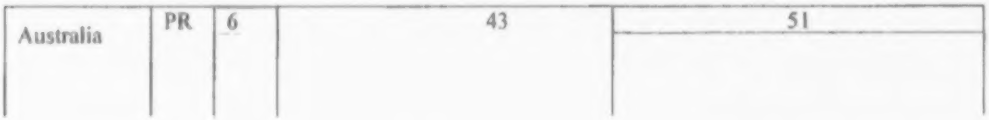
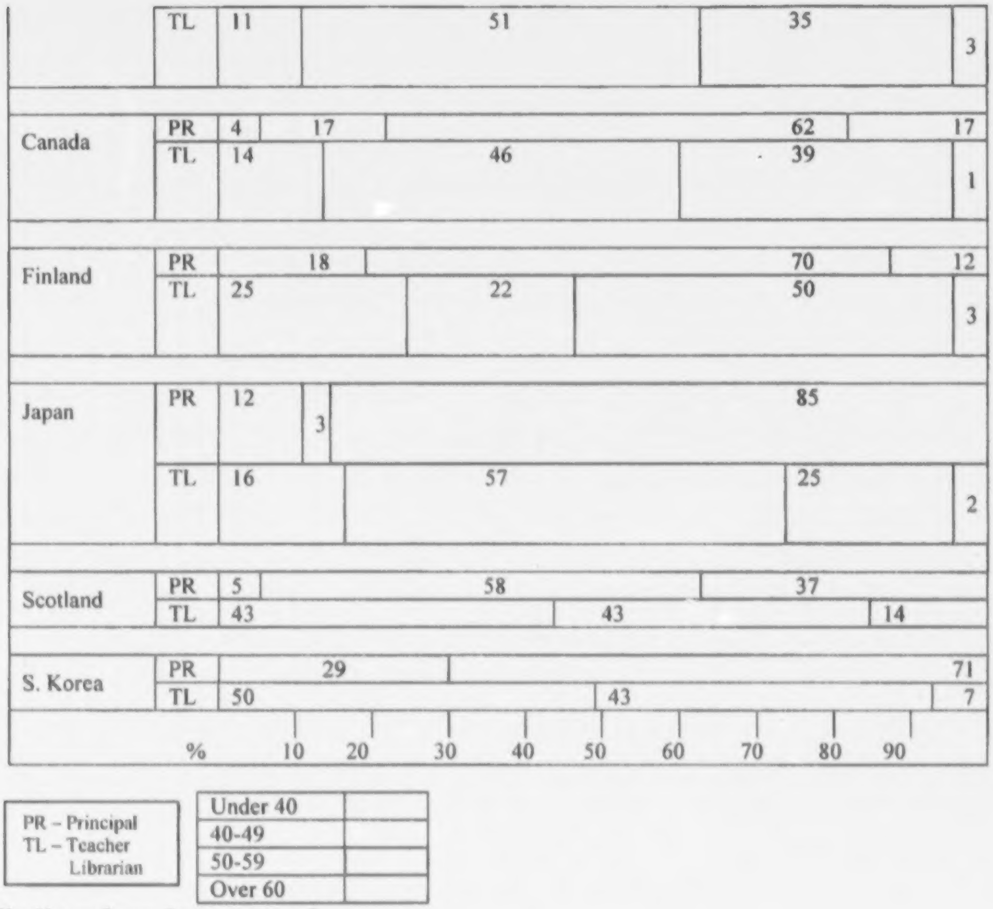


Table 4
Age of Survey Participants





Findings from Instrument 2

Overall Mean Scores for Perceptions and Beliefs

An overall comparison of the data across the countries was conducted using overall mean scores calculated for Present Perceptions, Future Perceptions and Beliefs for the librarians and the principals in each country. The overall means and p-values for comparisons are reported in Table 5.

Table 5
Overall Mean Scores, Present and Future Perceptions

	AU	CA	FI	JP	KR	SC
Present						
Librarian - Mean	88.71	95.75	66.00	71.72	73.89	73.83
Principal - Mean	103.03	107.14	77.88	84.07	81.76	87.07
p-value	.001	.003	.008	.001	.038	.004
Future						
Librarian - Mean	104.29	96.85	85.19	86.99	82.70	94.67

Principal - Mean	108.80	111.83	85.48	103.49	96.95	98.59
p-value	.254	.003	.956	.000	.001	.430
Beliefs						
Librarian - Mean	62.55	64.48	41.31	55.97	56.68	56.07
Principal - Mean	60.60	64.29	44.83	60.04	54.53	50.64
p-value	.154	.890	.169	.019	.208	.001

Based on the overall mean scores for Present Perceptions, principals and librarians in all countries but South Korea differed significantly ($p \leq .01$) on the amount of time they perceived the principal to spend on tasks. In all countries, principals viewed themselves as spending more time or slightly more time on tasks than did the librarians. The four main tasks on which the principal and teacher-librarian participants in all countries disagreed were:

- advocating and facilitating the development of an information literate school community
- demonstrating support for collaboration among the TL and teaching staff
- ensuring that the TL has an appropriate allocation of support staff
- allocating adequate, flexible time for the TL to administer the LRC.

According to the overall mean scores for Future Perceptions, the principals and librarians in Australia, Finland, and Scotland appeared to be aligned (no significant difference in their responses) in regards to the amount of time they thought the principal should spend on tasks in the future. In Canada, Japan, and South Korea, however, there were significant differences between the two groups; the principals believed they should spend more time on the tasks in the future than did the librarians. For example, in Canada principals and librarians differed significantly on 22% of the tasks, in South Korea, on 42% of the tasks, and in Japan, on 63% of the tasks. The following tasks were common to these three countries where the principal and librarian significantly differed:

- advocating and facilitating the development of an information literate school community
- informing new staff about the importance of collaborating with the TL
- encouraging teachers to incorporate the learning and use of a range of information skills into their teaching programs and to assess process skills as well as content.

For each of these tasks librarians thought that their principal could give 'a little – some' more attention to these tasks, whereas the principals felt they should give 'a lot' more attention to these tasks. This suggests that the librarians in Canada, South Korea, and Japan have relatively low expectations regarding the information literacy advocacy role of the principal in the school.

According to the overall mean scores for Beliefs, principals and librarians in five of the six countries appear to be well-aligned in their beliefs. The exception is Scotland where school librarians are not qualified teachers – this finding was of particular interest to the school library profession in the UK, as James Herring observed:

> *The school librarians and headteachers differed in that*
>
> - *Headteachers agreed that school librarians should have dual qualifications but school librarians did not agree*
> - *Headteachers believed that cooperative planning and teaching should take place in the library and in the classroom*
> - *Headteachers did not agree that the school librarian should be an IT leader in the*

> *school.*
>
> *These disagreements are surprising to this author and it would be interesting to see if the same results occurred from a larger response. If it is true that headteachers favour dual qualifications for Scottish school librarians, then this would raise an issue that has lain dormant in the UK for a number of years. The school librarians' disagreement on the issue of cooperative planning and teaching in the library and the classroom is surprising and, if this reflects a wide held belief, is worrying. School librarians are encouraged to plan cooperatively with teachers and not just with regard to the library. Also, if headteachers* ***do*** *believe that school librarians should not be IT leaders in the school, then school librarians need to make headteachers more aware of their IT skills.*
>
> (Herring, 1998, pp. 3-4)

Overall Task Priorities for Principals

The researchers next looked at the means for each of the questions related to tasks that the principals might carry out in support of the development of an information literate school community (Questions 1-31). Both principals and librarians rated each of the tasks in terms of the time/attention that the principal was giving the task at Present and should give the task in Future. Table 6 provides a cross-country comparison of librarian and principal Present versus Future Perceptions based on T-tests results. Those tasks identified as requiring significantly more attention by principals in future are identified by the letter 'M.'

Table 6 identifies considerable alignment between principals and librarians in both Canada and Japan. However, we found that this alignment occurred at opposite ends of the attention spectrum. While there was overall consensus in Canada that principals *did not* need to focus more attention on the majority of tasks (except for two items, Q.12 and 31),

Table 6
Activities Identified as Requiring Significantly More Attention ($p \leq .01$)

		CAN		AUS		FIN		SCO		S KOR		JAP	
No	**Question**	**L**	**P**	**L**	**P**	**L**	**P**	**L**	**P**	**L**	**P**	**L**	**PR**
1	Facilitate developmt of ILSC					M		M	M	M	M		M
2	Ensure info literacy in school plan			M		M		M	M	M	M		M
3	Facilitate professional developmt of staff										M		M
4	Advocate TL role in school curriculum					M				M	M	M	M
5	Support collaboration between TL & staff					M					M		M
6	Ensure SLRC reflects school goals				M	M			M	M			M
7	Ensure approp allocation of support staff							M					M
8	Allocate adequate, flexible time for TL										M	M	M
9	Encourage staff involvemt in developmt of SLRC					M		M	M		M	M	M
10	Encourage staff invest time to CPPT with TL			M		M	M	M	M	M	M	M	M
11	Facilitate staff PD in understanding & use of IT							M		M	M	M	M
12	Inform new staff re imptc of collaboration with TL		M	M	M	M	M	M	M	M	M	M	M
13	Support currency/relevancy of SLRC collection					M				M	M	M	M
14	Encourage staff debate re information policy			M	M	M		M			M	M	M
15	Ensure signif funding allocated to SLRC budget					M					M	M	M
16	Seek outside funding to supplement SLRC budget			M		M	M	M	M	M	M	M	M
17	Engage in regular/timely communication with TL							M		M	M		M
18	Visit SLRC to observe work of TL					M				M	M		
19	Encourage TL to debate/justify current practice				M						M	M	M
20	Ask questions of TL re teaching & learning								M		M	M	M
21	Rely on TL to keep PR abreast of devmts re TL role			M						M		M	M
22	Seek advice from TL re whole school info managemt			M				M			M	M	M
23	Encourage TL to take risks									M	M		M
24	Encourage staff to use range of resources in teaching				M			M	M	M	M	M	M
25	Encourage TL ldrship in devmt of info skills continuum							M	M		M		M
26	Work with TL to develop his/her personal PD plan					M	M	M	M	M	M	M	M
27	Advocate TL as member of key schoolwide committees										M	M	M
28	Encourage info skill integration and assessment by staff					M					M		M
29	Provide time release & funding for TL's ongoing PD			M		M	M			M	M	M	M
30	If TL not on key cttee, PR ensures SLRC needs addressed			M		M		M			M	M	M
31	Seeks staff feedback re quality of SLRC services	M		M	M	M		M	M		M	M	M

principals and librarians in Japan agreed that principals *did* need to spend more time/attention on nearly two-thirds of the tasks (20 out of 31 tasks). There was only one task which both respondent groups in Japan agreed *did not* require further attention – Q.18 which dealt with the principal visiting the library to observe the work of the librarian.

In both Japan and South Korea, the principals identified a large number of tasks which they felt required more of their attention, than those identified by the librarians. One possible cause of this high level of Future attention might be that the process of completing these survey instruments acted as an awareness-raising exercise for the principals as to the potential support they could give their librarian. In Australia, respondent groups were aligned

BEST COPY AVAILABLE

on 68% of the tasks, however, 7 of the 10 remaining tasks were identified by the librarian as requiring more principal attention. This suggests that Australian librarians have higher expectations of principal support than Australian principals. The five items identified as requiring significantly more principal attention across all countries included:

- informs new teaching staff about the importance of collaborating with the librarian
- encourages the teaching staff to invest time in cooperatively planning and teaching with the librarian
- actively seeks outside school funding possibilities that can be used to supplement the library budget
- seeks feedback from staff about their impressions of the quality of library services works with the librarian to develop the librarian's personal professional development plan.

Findings from Instrument 3

In this section of the paper, samples are presented the findings from Instrument 3 from the studies conducted in Canada, Australia, Scotland, South Korea and Finland. The Japan study did not include Instrument 3. It also should be born in mind that not all participants who responded to Instrument 1 and 2 completed Instrument 3 and not all those who completed Instrument 3 responded to all of the questions in that instrument. For example, for Canada, themes for each of the open-ended questions from Instrument 3 have been derived from the responses of 43-47 of the 59 librarians and 18-31 of the 40 principals who participated in the study. However, approximately the same proportion (about 75%) of the teacher-librarian respondents completed the open-ended questions as did the principal respondents.

In all of the five countries, two key strengths of the library were an emphasis on supporting staff and students in teaching and learning and the provision of resources and equipment. In all but South Korea, there were frequent mentions of trained and qualified staff as a key strength. In Canada and Finland, the library as an environment that was open, inviting, well-organized, and connected to other libraries was also seen as important.

Funding was one of the challenges in school libraries that was high on the list for all five countries. In some countries, this reflected the low levels of funding to education as a whole; in others, more specific issues were identified such as low salaries for library staff or competition from IT (information technology) for budget. In all but South Korea, IT represented an important challenge, in terms of the need for constant upgrading of technology and in terms of the demands for staff training and for user education. In Canada, Scotland and Finland, support for the library from school administrators and from teachers also was seen as a key challenge.

Participants in all of the five countries mentioned the provision and organization of information and resources as one of the critical functions of librarians. All but South Korea identified inservicing staff and cooperative planning and teaching as the other two critical contributions that librarians made to the teaching and learning in schools. Principals and librarians in Canada and Australia differed in the emphasis they placed on these two functions: principals tended to focus on the librarians' role in professional development, in enabling things to happen, while librarians tended to focus on the front line responsibilities of planning, teaching and evaluating learning as equal partners with other teachers. In Scotland

and Australia, the role of the librarian in IT, both IT management and IT user education, was also seen a very critical.

When asked about the effect of the library being closed for more than two weeks, participants in all of the five countries agreed that there would be losses in access to resources and in the teaching of information skills. They suggested that instructional strategies might become less varied and.less student-centered and that teachers might rely more on the textbook approach.

The next question asked about the impact of the librarian being absent for more than two weeks. Participants in three out of four of the countries (no responses were available from South Korea for this and the next question) agreed that there would be serious declines in the instructional program related to information skills. The majority of the participants from Finland suggested that there would be little impact on teaching and learning. In order to ensure access to the library when the librarian was absent, participants in Canada and Australia reported that efforts would be made in some schools to hire a replacement with at least teacher qualifications but generally in Scotland and Finland no replacement staff would provided.

The strongest element in the definition of information literacy was the ability to access information from a variety of sources. This element was shared by participants from all five countries. Principals and librarians in South Korea and Scotland and principals in Australia made special mention of the ability to access information from electronic sources. In all countries but South Korea there was some recognition of the process approach to information access and use but only in Australia was a specific process model mentioned with any frequency.

Participants in all five countries acknowledged that teachers' attitudes and beliefs constituted one of the major barriers to the integration of information skills across the curriculum. Time available for teachers and librarians to work together was seen a barrier by principals and librarians in Australia, Scotland and Finland and by librarians in Canada. Lack of "top-down support"—limitations in the principal's understanding and leadership and lack of a school information skills policy or curriculum--was seen as a barrier by librarians in all but Finland. Educational practices such as compulsory courses with rigid content requirements, university entrance examinations, and government testing programs were seen as barriers by librarians in South Korea and Canada and by principals in Finland. Funding was seen as a barrier by principals in South Korea, Canada and Scotland.

Applications of the Research

Each researcher participating in the international study gained new insights into his or her own local situation which informed and extended his or her understanding of his or her local situation, as the following comments from researchers in participating countries illustrate:

> *The Australian findings demonstrate that there is a significant affinity between principals and teacher librarians with respect to information literacy issues. This will allow a concentration on those issues that are seen as contentious and will facilitate the development of a short instrument that could be used to generate data on these key issues.* (Henri, 1998, p. 6)

> *[In South Korea] the principals believed they spend some time and should spend more time on tasks for an information literate school community in the future .... However, the teacher-librarians respond that their principals have no concern for the role of the teacher-librarian in the instructional program, and their principals do not have interest in seeking collaboration of the teacher-librarian with respect to issues of whole school information management. Already the facts have been revealed that the principal's understanding and advocating of the school library is very important for the development of an information literate school community. The Korean principals perceived that the attainment of information literacy is part of the school plan; however, their basic understanding of the school library is not sufficient.* (Han, 1998, p. 8)

> *Strategies for improving cooperation between school librarians and headteachers in relation to the development of information skills in schools should be developed and disseminated to* **both** *headteachers and school librarians. A follow up study [in Scotland], either to repeat the questionnaire exercise for those who did not respond or to choose a sample of school librarians and headteachers for interview, should be considered. ... This study is a valuable contribution to research in the school library/information skills area and has the potential to be of value to school librarians and headteachers in that it highlights the importance of information skills development and the key role which school librarians can play in this area.*
> (Herring, 1998, p. 4)

> *Principals and school librarians should be equal partners in a shared process. The earlier studies ... have shown that principal's support is vital to the well-being and development of the school library. The school librarian should also bear her/his part of the challenge of the educational reform. Above all, the educational policy and the socio-economic factors within each country establish possibilities for school libraries. This research gave some hints for developing Finnish school libraries, whether in collaboration with public libraries or inside schools as the school's learning resource centers. The results of the research may not be valid for a small amount of the participating schools, but they can and need to be used for the benefit of Finnish learners and teachers.* (Niinikangas, 1998, p. 13)

However, the individual researchers and their respective local communities of school library practitioners, educators, and researchers could also derive insights from the findings of the cross-country comparative analysis of data. We all could learn from each other regarding programs and strategies that effectively support the development of information literacy in schools. The researchers involved in this international study acknowledge the limitations of the study, but they hope that this and other reports of their experiences will be of value to others engaged in research at the local or international level. They also hope that the findings of the study will prove useful to principals and librarians in schools throughout the world, as they struggle in difficult times to provide quality schooling and information services and to contribute to the development of literate and independent library users.

Acknowledgements
The authors acknowledge with thanks the contributions of: Geoff Fellows of the Internet Special Project Group (ISPG) at Charles Sturt University for his programming knowledge and general technical 'know how'; Natasha Wood, Charles Sturt University Psychology Honours graduate for her data analysis and reporting of Instruments 1 and 2; Heather Empey, University of Alberta MLIS graduate for her work with NUDIST*QSR on the data from Instrument 3; and Jennifer Branch, University of Alberta PhD Candidate, for her work on the cross country analysis for Instrument 3 data.

References

Han, Yook-ok. (1998). Principals and school librarians working within an information literate school community: Research from Korea [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland. Available online: http://farrer.riv.csu.edu.au/principal/survey/report/paper_SK.html.

Hay, Lyn, & Henri, James. (1995). Leadership for collaboration: Making vision work. Paper presented at the IFLA Conference, School Libraries Programme Session, Istanbul, Turkey. Available online: http://www.ifla.org/IV/ifla61/61-hayl.htm.

Henri, James, & Hay, Lyn. (1996). The principal's role in developing and supporting an information literate school community. In *Beyond the Horizon: Conference Proceedings of the Fourteenth Biennial Conference of the Australian School Library Association* (pp. 111-125). West Perth, Australia: ASLA.

Henri, James. (1998). Developing information literate schools: Findings from Australia [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland. Available online: http://farrer.riv.csu.edu.au/principal/survey/report/paper_AU.html.

Herring, James. (1998). The Scotland experience: A report [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland. Available online: http://farrer.riv.csu.edu.au/principal/survey/report/paper_SC.html.

LaRocque, Linda, & Oberg, Dianne. (1990). Building bridges between the library and the principal's office. In *Proceedings of the 19th Annual Conference of the International Association of School Librarianship* (pp. 127-134), Umea, Sweden. Kalamazoo, MI: IASL.

Niinikangas, Liisa. (1998). Principals and school librarians working within an information literate school community: The case of Finland [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland. Available online: http://farrer.riv.csu.edu.au/principal/survey/report/paper_FI.html.

Oberg, Dianne. (1996). Principal support: What does it mean to teacher-librarians? In Laurel A. Clyde, *Sustaining the vision: A collection of articles and papers on research in school librarianship in honor of Jean E. Lowri (* pp. 221-230). .Castle Rock, CO: Hi Willow Research. Available online: <http://www.ualberta.ca/~doberg/prcsup.htm>.

Oberg, Dianne, Hay, Lyn, & Henri, James. (2001a). The role of the principal in an information literate school community: Design and administration of an international research project. *School Library Media Research*, Vol. 3. Available online at: http://www.ala.org/aasl/SLMR/principal/principal.html

Oberg, Dianne, Hay, Lyn, & Henri, James. (2001b). The role of the principal in an information literate school community: Findings from an international research project. *School Library Media Research*, Vol. 3. Available online at: http://www.ala.org/aasl/SLMR/principal2/principal2.html

Author Notes

James Henri is Deputy Director, Centre for IT in School & Teacher Education in the Faculty of Education, at the University of Hong Kong. James' teaching and research interests are in the areas of: the information literate community (particularly information processing models, teacher beliefs and practice, and principal influence), learning communities and collaborative cultures, leadership and change practice. James research interests also cover: discourse as making meaning, authentic assessment, and issues in instructional design.

Lyn Hay is Lecturer in Teacher Librarianship in the School of Information Studies at Charles Sturt University, NSW, Australia. Lyn's research interests include: teacher librarian and principal influence in supporting information literate school communities; the use of synchronous and asynchronous tools in delivering distance education; the development of professional electronic communities on the Internet; and digital reference service. As a member of the Centre for Studies in Teacher Librarianship, Lyn coordinates a number of Internet-based professional development initiatives for the teacher librarianship community, including the OZTL_NET listserv, Information Services in Schools (ISIS) online conferences and Learning Communities MOO (LC_MOO). Lyn's current research involves the development of MOO pedagogy models and the application of literature circles in MOO-based virtual classroom environments for schools.

Dianne Oberg is a Professor in the Department of Elementary Education at the University of Alberta, Edmonton, Canada. Her current research work focuses on the implementation and evaluation of school library programs, the teaching of the research process, and the use of Internet in schools. Dianne has had many years of experience as a classroom teacher and as a teacher-librarian in elementary and secondary schools, and has been actively involved in school library association work from the local to the international level. She is the editor of IASL's journal, *School Libraries Worldwide*.

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**028-097-E**
Division Number:	**III**
Professional Group:	**School Libraries**
Joint Meeting with:	**-**
Meeting Number:	**97**
Simultaneous Interpretation:	**Yes**

How good is your school library resource centre?
An introduction to performance measurement

Elspeth S Scott
Menzieshill High School, Dundee
United Kingdom

Abstract:

Reflection and evaluation are key to improving the effectiveness of the School Library Resource Centre. The idea of measuring success may seem initially daunting, or even threatening, and be seen as yet another call on already limited time, but we should not be put off: much of the information required is already there, either explicit or implicit, or can be easily extrapolated, and it only needs to be collated, critically evaluated and turned into knowledge about the strengths and the development needs of the LRC.

This paper shows why performance measurement is for the benefit of the school pupils and staff, of the LRC and of the librarian; identifies some suitable measures to use; considers how the process might be managed within the context of the LRC; and looks at how the results can be made to work to the advantage of the LRC. It considers both 'hard' or quantitative indicators and qualitative measures and begins to look at the crucial question of the impact of the LRC on learning.

Improving standards and attainment is a government priority, and schools are being asked to evaluate their performance in pursuit of this. We who truly believe libraries are central to learning and teaching know that libraries in school must be part of this process. Self-evaluation is not new; any librarian who has written an annual report has been self-evaluating, and it is something we all do constantly without thinking about it, analysing why one thing is so successful while something else doesn't seem to be working at all.

Measuring the performance of the School Library Resource Centre using Performance Indicators or benchmarks or national standards is just an extension of this.

By using Performance Indicators it is possible to judge what the LRC is doing well; to identify where improvements are needed to raise effectiveness; to develop the service and to justify funding bids for these developments and improvements. Importantly, using PIs is objective not subjective - not 'I think' but 'The evidence shows'. It also raises the profile of the LRC because it involves the users.

For a number of years now, development planning processes in schools have encourages libraries to look at their performance. The introduction of benchmarking across local authorities has emphasised the measuring of this performance against the performance of others. In 1999 two documents were published with major implications for school libraries and school library services: the CoSLA *Standards for School Library Services in Scotland* and *Taking a closer look at the school library resource centre: self-evaluation using performance indicators*. Although these documents are Scottish, the principles and standards contained within them have a much wider applicability, and are useful tools for any LRC interested in improving performance. The more recent *Primary School Library: Guidelines* gives similar indicators for primary schools. These documents have been widely welcomed by librarians but have also caused widespread apprehension.

Measuring performance in this way is relatively new for librarians. Although used to providing statistical evidence e.g. number of loans per year we have not so often been asked to provide qualitative information. It can seem new and strange and even threatening, and yet another burden which reduces the time available for actually doing the job. But it is possible, by careful planning, to manage more formal self-evaluation within an already busy schedule and make it work to improve your success.

Self-evaluation is an integral part of the development planning cycle. Development Planning is important because it assists in determining priorities and begins to turn good ideas into good practice. An initial audit can reveal a baseline measurement which may help to establish the targets for the development plan, and then progress towards these targets can be measured in the next audit. At its simplest level, development planning consists of three questions:

- How are we doing? - measures where the LRC is now
- How do we know? – identifies the evidence which supports this
- What are we going to do now? – shows the steps necessary for improvement

The first step in performance measurement is to identify what you are going to measure. There are three basic types of information which may be gathered.

Contextual information is general information which provides background detail to contextualise the data gathered. It may include type of school, catchment area, number on roll, number of free meals. This information will probably already be available in school.

Quantitative measures are straightforward counts. They may include accommodation and staffing, budget figures, stock levels, issue figures, services offered, even numbers of enquiries or information skills lessons. They are usually easy to gather but they can be misleading because they give each piece of data or transaction equal importance. These measures are also known as 'hard indicators'.

Qualitative measures are about the value of the items counted above. For example it is not sufficient to count the numbers of resources (a Hard Indicator) it is also necessary to look at their relevance, suitability, age and condition - their quality - and their arrangement and accessibility. Qualitative indicators are also about added value: what impact does the LRC have on the quality of pupils' learning and attainment?

Quantitative and Qualitative measures are complementary and should be used together.

It is not feasible to measure everything in detail all at once, so areas must be prioritised. A broad scan audit could be followed by a more tightly focused look at particular areas. Selecting which areas to concentrate on may be influenced by school or local priorities.

The information gathered could be measured against

- National standards e.g. the Library Association Guidelines; Taking a closer look at the School Library Resource Centre
- Local standards e.g. benchmarking figures from the local school library service or education authority
- School aims and objectives - if the school development plan has a specific focus then that will influence the focus of the LRC audit

How do we know - gathering the evidence.

It is important to realise that gathering evidence does not have to be an extra burden. There is a tremendous amount of useful information already in existence and often minor amendments to existing practice will enable it to be recorded. It is essential to record only the information you will need so this means referring back to the LRC's policy, development plan and key objectives. What are you actually trying to provide evidence for?

There are three categories of evidence:

- *Information which already exists*

This could be contextual information - opening hours per week, number of study spaces in the LRC, number of computers for pupils' use - or data you use as everyday working information e.g. issue statistics, regular class bookings, amount of staff time for running the LRC. It is also well worth keeping an 'evidence box' or library portfolio to gather evidence over the course of the session.

- *Information which can be easily discovered from existing information*

This might include the balance of use by different subject departments by looking at LRC booking information; amount and type of use of ICT facilities; balance of use by different year groups at different times in the academic session. Library management programs can also be a useful source of information of this kind, perhaps allowing analysis of issues by gender, or year group, or of stock by type of resource or age of item.

- *Information which needs to be collected specifically*

The simplest kind of evidence to gather is statistics – 'bean counting'. This could include levels of resource provision (number of books and other items); issue figures; expenditure, study spaces. This makes it an attractive starting point, and the gathering and use of such figures is useful, but care must be taken not to let them become unduly important.

Of course, it is when a LRC is used that it becomes alive, and records of LRC use are a very powerful form of evidence. Most librarians keep a diary to record class bookings; it is well worth extending its use to record other information as well - ad hoc use by groups or individuals; comments from pupils or staff; five-bar gate counts of enquiries; head counts of out of class use e.g. at breaks or lunchtimes. Try to find time to expand cryptic notes: instead of simply 'Miss Robertson 3X1' add 'research for discursive essay' or 'gathering evidence for Vikings investigation'. It doesn't take much longer to do and it can provide extra valuable information and evidence of how the LRC is being used.

A further extension of this is the LRC logbook in which users record their use of LRC facilities. This can include details of facilities and resources used and record the success or problems of the visit. This needs to be used with discretion - at busy times a log jam of pupils waiting to record this information is counter-productive; however it is worth experimenting with for more limited time periods to gather a more detailed picture of LRC use.

Clearly in a busy LRC it is neither practicable nor desirable for everything to be recorded on the off chance that it might be useful. Some data can be recorded routinely and other specific data targeted on a rolling programme e.g. use out of class time; enquiries; use by specific departments or year groups; ICT use broken down by type. The criteria will depend on the focus of the development plan. It is helpful to schedule these data gathering exercises to ensure consistency (and that they actually happen) e.g. out of class use could be recorded for one week of every term or there could be an ICT focus month, but it is important to set a schedule that you will be able to maintain. Involving other people can be useful here; if you have pupil librarians they will be only too pleased to carry out head counts!

An evidence box can hold administrative and curriculum evidence that could be useful for evaluation. It could include: timetables and booking sheets; worksheets / assignment sheets from departments; examples of pupil work resulting from LRC use (photocopies if pupils need to keep the originals); photographs / videos of the LRC in use; feedback forms from staff and pupils.

The evidence box is particularly useful for beginning to look at the impact of the LRC on pupils' learning. This is after all the central focus of the LRC, and we need to demonstrate our success in raising standards, our contribution to key skills and the vital role of the LRC in developing the necessary skills for life-long learning. But impact on learning is elusive; it is less tangible, and is difficult to quantify. Work done in the LRC is usually integrated into pupils' work and there is often no separate element which can be easily measured. There is no established methodology for measuring it or even for knowing what to measure. The recent Robert Gordon University research project has begun to look at this issue and has identified seven areas of potential impact which could usefully be measured: the acquisition of information; the development of library, information, ICT, reading and study skills; improved quality of work; development of independent and interpersonal skills; motivation and enrichment; transfer of skills across the curriculum; and reading for pleasure.

One approach is to look for evidence under three main headings:

- *evidence of skills development* e.g. % of pupils who can use the library catalogue to locate suitable resources; can use a search engine efficiently; can use note-taking skills; can evaluate resources
- *motivation* - the amount of time pupils are keen, motivated, on task
- *quality of completed work* – transforming and taking ownership of information; communicating information

Evidence of this kind of impact can be gathered in various ways:

- Patterns of use of the LRC - if a department continues to use the LRC for a particular unit of work it is a fair deduction that it is working well - and if use increases, for example by another class from the department beginning to use it for the same unit, that is even better
- Evidence from joint courses between the LRC and a curriculum department is particularly valuable; involvement, particularly at the planning and assessment stages, means the librarian knows what the learning objectives of the work are and can look at how far they have been achieved.
- An offer to display pupil work will give you an opportunity to see the finished article, and departments usually welcome visits to see work and see and hear any presentations the pupils make arising from the work. If possible, examples of work should be obtained from different age groups and different curricular areas.

- Observation can be a useful tool for measuring e.g. the amount of time pupils spend on task, group dynamics or the use of information skills. However, it is not possible for a member of staff involved in delivering al lesson to observe with sufficient closeness and a "critical friend" should be approached to help. Careful design of a record sheet will simplify the process and aid analysis later. Photographs or video-recordings could also be used and would enable closer analysis of pupils' behaviour.

Any attempt to evaluate the contribution of the LRC to pupils' learning is going to be time-consuming. It also needs to be done in collaboration with the teaching staff, who also already have heavy demands upon their time. It will be better undertaken as part of a long-term development plan, with very careful planning.

Other peoples' opinions

Measuring the success of the LRC is not just a job for the librarian; it is also important to find out what other people, your users, think. The LRC after all does not operate in isolation; its whole purpose is to support the work of the school. There are a number of ways in which users' opinions may be gathered.

Surveys and questionnaires can be useful but it is important they are carefully designed and trialled first if the information is to be valuable. There will be a better response from a number of shorter questionnaires spread over several months than one colossal questionnaire which people put off answering. If possible: keep it to two sides of A4 maximum; restrict its scope; make its objectives quite clear; establish clear criteria for any value judgments you ask for. Publishing the results and providing quick feedback will encourage the return of subsequent questionnaires.

Feedback forms can be used e.g. at the end of a unit of work or on the return of a project collection. They should address issues related to pupils' learning and attainment as well as the quality of resources. They can also be used to target specific areas e.g. to evaluate CD-ROM use. It can be illuminating to ask for feedback from pupils as well as staff, and they are usually devastatingly honest. Building up a file of these will enable you not only to judge the success of particular units but also to identify patterns and trends which may highlight particular strengths or development needs.

For more complex issues or a more detailed analysis of what learning is actually happening in the LRC, *interviews and discussions* can provide valuable information. These may be formal or informal, with individuals or small groups, but in any case there should be a clear structure and it is important to take notes and not rely on memory.

All of these methods need to be used with discretion. They will be labour intensive in designing the questionnaire, feedback form or interview schedule and even more so in analysing and interpreting the results. It is vital therefore to choose your targets carefully, to be clear about the information you need and to ask the right questions. If respondents are asked to grade performance on a scale, make sure the target audience understand it and are using the same criteria.

Pulling it all together

The librarian who has done all this collecting, gathering and measuring now has a huge amount of information available. But information is not the same as knowledge; knowledge implies understanding. All this disparate information needs to be synthesised to become knowledge about how successfully the LRC is fulfilling its function. A Performance Measure is a straightforward counting to find a total e.g. the number of fiction books in the LRC; a Performance Indicator will combine two or more measures to demonstrate the performance or success of a specific aspect of the service e.g. the number of fiction books combined with their quality combined with the issue figures can give a much more powerful statement such as 'the LRC has a high quality fiction stock used by 80% of the S1 cohort'. Indicators may be taken from published guidelines, such as 'Taking a closer look at the School Library Resource Centre' or designed to meet the objectives of the LRC or school development plan.

This knowledge and understanding can then be compared with the standards or targets being used. This enables a judgment to be made on the success of the LRC and helps identify areas which need improvement and those which only need to be maintained. It may be helpful to carry out a SWOT analysis of the results and look at

- *Strengths* - what are you really good at e.g. well-used, strong on ICT
- *Weaknesses* - what are the major problem areas e.g. inadequate stock, a poor environment
- *Opportunities* - what can you build on e.g. new courses, supported study
- *Threats* - what might stop you improving e.g. lack of space or money

We have now answered the first two questions: *How are we doing?* and *How do we know?* We have a measurement of the success of the LRC backed up by sound evidence. We also have the necessary information to answer the question:

What are we going to do now?

The development plan arises naturally from the matching of the audit results with the LRC's aims and objectives. It will also link to the school and education authority development plans.

Start by identifying the LRC's strengths (even the weakest LRC will have some: undertaking self-evaluation is in itself a strength). Then look for areas which are satisfactory and only need maintenance. Finally identify areas for improvement.

Once the areas which need improvement have been identified, then it is necessary to prioritise them. It is important to select areas that it is possible to do something about. It can be hard to accept but if there are areas where the LRC falls short, but which are genuinely outwith your control (e.g. inadequate heating system), then they may have to be accepted. It is tempting to try and address all your problems at once, but trying to do too much will only result in nothing being satisfactorily achieved. Once the priorities of the education authority and school have been taken into account, then the over riding criterion for prioritising should be the needs of the pupils.

Identify projects to tackle these issues and set targets for improvement. These are more likely to be successful if they are realistic, achievable and limited in number. Targets should be specific e.g. 'review science stock in light of 5-14 guidelines for environmental studies', and success criteria should be carefully framed. Targets may be short, medium or long term. For major projects it is useful to produce an action plan dividing the project into manageable steps detailing the resources, people and timescale involved. It is also morale boosting to build in a number of TATTs - Tiny Achievable Tickable Targets. Setting dates for achieving targets helps to keep your mind focused and turn good intentions into good practice. It also provides built in times for monitoring and review of progress. This constant evaluation will quickly begin to identify the areas which need to be audited for the next cycle of development planning.

Conclusion

Measuring success is not an end in itself; it is a tool for improvement. It demonstrates the LRC's contribution to school learning and teaching and provides evidence to back up your concerns. It gives your proposals and documentation greater authority and impresses senior management.

Self-evaluation is valuable. It may seem initially demanding, perhaps even threatening, but it is also enlightening, invigorating and a very potent catalyst for change and development.

References

Convention of Scottish Local Authorities (CoSLA) Education and Cultural Services Forum (1999) *Standards for School Library Services in Scotland : a framework for developing services*

Library Association (2000) *The Primary School Library Guidelines*. London; Library Association Publishing

Scottish Consultative Council on the Curriculum (1999) *Taking a closer look at the school library resource centre : self-evaluation using performance indicators*. Dundee; SCCC

Tilke,A. (ed) (1998) *Library Association guidelines for secondary school libraries*. London; Library Association.

Williams, D and Wavell, C (2001) *The impact of the school library resource centre on learning*. Library and Information Commission report 112. Aberdeen; The Robert Gordon University

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**113-098-E**
Division Number:	**VIII**
Professional Group:	**Asia & Oceania**
Joint Meeting with:	**-**
Meeting Number:	**98**
Simultaneous Interpretation:	**-**

Information literacy instruction to distance students in higher education: librarians' key role

Chutima Sacchanand*
Sukhothai Thammathirat Open University
Thailand

Abstract:

This paper describes the changing of distance education environment, characteristics of distance students in higher education and their problems in using library resources and services. Information literacy instruction as the key role of distance education librarians is described based on STOU's experience in Thailand as a case study.

Change is the key element for the twenty first century that poses many challenges and enormous pressure on our daily life, work and society. Political, economical, social, and technological environments are changing significantly and rapidly. Information and communication technologies (ICT) transform all aspects of education and distance education which is a rapidly growing segment within higher education is affected greatly.

Faculty and librarians are all at the crossroads and being pressured to increase their productivity and to change instructional strategies to accommodate changes and educational reforms. There is a need for the new vision and the new roles of librarians within the changing distance education environment.

What is the changing distance education environment?

Distance education has been moving very fast from correspondence education to online education or web-based delivery of education. The Internet and World Wide Web broaden the scope of conventional distance education to *any where* , *any time* and *any pace*. New types of educational technologies are emerging at an ever-accelerating pace. The integration of new types of educational technologies allows flexible learning, increased potential for interaction and access to a wide clientele and the global market. The growth of distance education worldwide and in Thailand is remarkable as technological development, globalization, and massification bring changes to the educational environment that alter the traditional educational system and structure.

Learning in the twenty first century is significantly different from learning in the previous days. Learning is considered to be learner – centered, a lifelong process and the means to cope with continuous or radical changes. Through distance education learning opportunities, access to higher education is provided with no boundaries of space and time. Distance education has widen its scope to include online education, online courses, virtual courses, virtual library and etc. Learning becomes more self-directed, collaborative, intertwined with personal life and work, and more resource-based, calls for perpetual access and usage of information and learning resources. Learning shifts from *know what* to *knowing how*, how to learn, how to secure information, use it, and how to relate to a changing society. The new emphasis will be on access and usage. (Thomas 1995:54) . Information and communication technologies has virtually the characteristics of the learning environment, paving the way for the new environment, new learning strategies and the emerging new learners, new teachers and new librarians.

What are the needs and problems facing distance students in using library and information resources and services ?

Distance students' characteristics are different from students in traditional universities. They are generally adult learners, mature, employed, and have family responsibilities. They have higher motivation and are willing to take responsibility for their own education. Their goals are often more clear cut. Distance students are self-directed, study on independent basis. They learn in a variety of ways and take control over their learning. They often experience a feeling of isolation and remoteness from other students.

Distance learners access to library and educational resources and services in various ways. Access can be directed e.g. face to face, or mediated by printed material, e.g. manuals, brochure, or mediated by technology, using a variety of media such as telephone, voice mail, web site, email. Successful direct access is characterized by flexibility, reliability, availability, user-friendly, portability, efficiency and service ability.

Library services are essential support services to distance education students. Most researchers in distance learning are in agreement that library support is a key element.(Caspers, Fritts and Gover 2001: 130) Distance learners expectations of library services as revealed in the literature, demonstrate a great need . (Niemi, Ehrehand and Needly 1998: 69) The library needs of distant learners are not unique; they have the same library and information needs as on campus students.(Dudgan 1991;Rodrigues 1996). Apart from the manner in which they are accessed, requested and delivered, the same resources are required, the same questions are asked, and the same quality of service is expected(Rodrigues 1996); and they expect the same level of library service as that provided to their peers on campus.(Riggs 1997) Effective and appropriate services to distance learning communities may differ from, but must be equivalent to those services offered on a traditional campus .(ACRL 1998)

They frequently find the following problems in using library resources and services. (e.g. Angel and Budnick 1986: Cavangah 2001: 153; Cooper and others 1998)

- their institution may not offer a library service ; they may face delays and expense in contacting the library or there are many barriers that students give up trying to use it.

- their library expectations are often low.
- they lack information literacy skill , they frequently do not know or do not find out what services and resources are available or how to access them.
- they frequently possess inadequately knowledge and experience in library research, electronic informational resources, and technology in general.
- they may never come on campus so that they rarely receive information literacy training and are unable to use in- person assistance from librarians.

Why information literacy is important to distance students in higher education?

Information literacy which was developed from library instruction has been the term most frequently used since the late nineteenth. Information literacy is considered a survival skill for the new century, the key competency for independent study, self-directed learner, lifelong learning, and the foundation of a literate society. Information literacy is important to student achievement and considered a desirable outcome of higher education. (Lance and Potter 1995: 126)

Information literacy competencies are desirable for all graduates. Through information literacy, the other literacies can be achieved.(Breivik 1991) Many studies, research reports and articles (e.g. Al-Qullaf 2000; Bruce 1997; Clyde 1997; Rader 1998) theorizing and describing the importance and needs of information literacy skills and instructions. However less research has been done on information literacy instruction to distance students.

Information literacy becomes more important in the escalating complexed environment:

- *the information environment*: e.g. the information explosion, unimaginable expansion information, proliferating information resource, unfiltered formats and multiple media of information, diverse, abundant information choices – in the academic students, in the workplace and in the personnel lives of individuals.
- *the technological environment*: e.g. rapid technological change; increase dependence technology for daily tasks.
- *the educational reform environment*: e.g. pedagogical methodologies transform by the focus on educational reform ; some new pedagogical strategies including resource- based teaching/learning; project -based teaching/learning; research – based teaching/learning ; outcomes – based teaching/learning

Should information literacy instruction in higher education be the key role of distance education librarians ?

The many changes in the society especially in higher education and distance education environment present numerous responsibilities to academic librarians and have given them opportunities to take more central roles in the distance education process. The educational roles of academic librarians are expanding especially in teaching library/ information skills. The ACRL (Association of College and Research Libraries) (1998) *Guidelines for Distance Learning Library Services* delineated the elements necessary for institutions of higher education to support the distance learning program and to meet the needs of the faculty, students and academic support staff. The *Guidelines* assumes many important precepts which shape the roles of librarians and the management of distance learning library services. For information literacy, it is said that:

> *The instilling of lifelong learning skills through general bibliographic and information literacy instruction in academic libraries is a primary outcome of higher education Such preparation and measurement of its outcomes are of equal necessity for the distance*

> *learning community as for those on the traditional campus.*
> (ACRL1998)

Librarians' roles in teaching information literacy skills among distance students and independent learning program have produced a considerable amount of literature. Involvement in building information literacy skills is one important role even in the online environment. Edwards(2000) in his article *Librarians and online education* presented various roles librarians can play and need to be actively involved, including building information literacy skills into the teaching material at the design stage.

Librarians can contribute actively by providing distance learners with various forms of information literacy instruction for effective use of library and information resources and services and ensure that students are made aware of their critical role and importance to their learning. Some formats of information literacy instruction include face to face, workshops, credit course, booklets, printed materials, videotapes, cassette tapes, CD ROM s. online courses, web-based courses, and other innovative methods using technology.
The ACRL *Guidelines for Instruction Programs in Academic Libraries* (2000) identified various modes of instruction :

> *These may include, but are not limited to: advising individuals at reference desks, in-depth research consultations, individualized instruction electronic or print instruction aids, or group instruction traditional or electronic classroom settings. The mode(s) selected should be consistent with the content and goals of instruction. Where appropriate, more than one mode of instruction should be used in recognition of the wide variety of learning styles of individuals.*

Faculty members and librarians share roles in helping students acquire information literacy skills effectively and become information literate. The ALA Presidential Committee on Information Literacy (1998:1) stated that *to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.*

Librarians have been seen as partners with faculty members in integrating information literacy in higher education curriculum. (Adalian 1997; Carr and Zeicher 1987; Shillinglaw 1995) The development of information literacy is purported to be especially successful when librarians develop partnerships with faculty members and as partners, incorporate information literacy programs into the academic curriculum. (Amstutz and Whitson 1997) Emerging critical roles for librarians include working with academics to ensure appropriate inclusion of information seeking in courses offered in flexible delivery mode; seeking out membership in course development teams. (Austen 1998)

STOU 's experience

Sukhothai Thammathirat Open University (STOU) is the eleventh state university and the largest distance education university in Thailand. It organizes its courses into four levels: master's degree, bachelor's degree, certificate and continuing education levels in various fields of study. STOU has devised a multi media distance education system "STOU Plan" to enable students to study independently without having a conventional classroom.

The undergraduate program comprises of instructional media: tutorial sessions; practical experiments for certain courses; study and independent research and intensive training sessions. Textbooks and workbooks which are mailed to students are the main media; support with audio cassettes, radio and television programs, produced in conjunction with printed materials and other audio-visual aids.

BEST COPY AVAILABLE

Organization of STOU graduate programs is based on the distance education system which enables students to study independently by themselves under the guidance of instructors with whom the students may arrange appointments for educational consultations. Many academic activities for graduate students are arranged including orientation of new graduate students, academic seminars, intensive thesis courses, independent study courses and professional experience training.

STOU is internationally recognized and has received numerous awards. STOU's success comes from its high concern for quality assurance. The library plays a significant role in enhancing the quality of distance education programs and is one key indicator in quality assurance. Library and educational services are provided to STOU faculty members, academicians and distance students at the central level by the Office of Documentation and Information (ODI), at the regional level by the ten Area Resources Centers and at the provincial services with the cooperation of the Department of Non-Formal education, *STOU Corners* are set up in public libraries in every province throughout the country.

The information explosion in the past century has create the information revolution and the information society. STOU has been improving its distance education system with **STOU Plan 2000** to cope with changes in information and communication technologies and education reform in Thailand. The role of the library in distance education grows in importance, as the system is more resource -based and technology-based leaching/learning. Consequently the role of librarians in supporting the distance education system becomes crucial. STOU librarians play many important roles. In addition to information providers, they are also instructors or instructional partners, to assure that graduates from the university are information literate persons.

Information literacy skill instruction presented a different challenge. Various modes of instruction are provided for distance students both at the undergraduate and graduate levels as part of the study skill for distance students so that they can be effective independent and self-directed learners and importantly information literate persons. However, there is no research or follow- up study shows whether this is successful; or whether which mode is more effective, or meet distance students satisfaction.

At the undergraduate level, print and non-print instruction aids are widely used, e.g. brochures, pamphlets, students' manuals, videotapes, radio and television programs, the library website. A unit on library usage was included in the foundation course "Man and Civilization" for all students. However, since the academic year 2003, the new foundation course "Life Skill" will replace the "Man and Civilization " course. Information literacy skill will be included in this new course. In addition, many subject courses also include units or contents related to library research; information retrieval; information sources, access and usage, e.g. report writing, research technique. Information skill instruction is also taken in the as part of an orientation session which is organized for the new students around the country, and as a session during the professional experience practicum at the university before graduation.

At the graduate level, information literacy is more needed as STOU graduate system is different from undergraduate system. Graduate study system is more research-based and resource-based teaching/learning. Print and non-print instruction aids are also widely used by undergraduate distance students. Special instructions include e.g. CDROM about library use and information skill prepared by librarians and distributed to all graduate students for self-study; advising individuals or in group; information consultant; library -based research consultation; reference assistance. The links between distance students and librarians are also vitally important. Librarians are also invited to give special lectures in information skill to distance students in research and thesis writing. This is as part of a collaborative effort and partnership between faculty and librarians.

Information literacy instruction to distance students at STOU was delivered mainly through traditional paper based and audio visual materials. In the synchronous learning environment, this should be adopted for the online environment. As there has been a revolution in the electronic resources available to off campus students, the World Wide Web and associated technologies are more focused in the context of changes in teaching and learning environment to virtual situation.

Summary and conclusion

Academic librarians' roles have been transformed due to changes in the society, many new developments and revolutionizing educational environment, introduced by information and communication technologies. They play important roles in the changing new environment. Key points emerging from the literature review show that academic librarians perform an in dispensable function in the educational process.

Distance education librarians have much more critical roles to play in supporting the distance education system in the new learning environment. The question remains as to whether they will remain merely information providers as in the past or whether librarians as *facilitators* of other's people learning should take a proactive roles in the changing context as instructors of the information literacy skill or partners in the teaching /learning process to create information literate distance students. As a result professional public awareness of librarians as educators and faculty status of librarians as equal to teaching faculty will be enhanced.

Bibliography

Adalian, P. et a. (1997). The student-centered electronic teaching library: A new model for learning. *Reference Service Review*, 25 (Fall/Winter), 11-21.

Amstutz, D. and Whitson, D. (1997). University faculty and information literacy: who teaches the students? *Research Strategies* 15, Winter, 18-25.

Association of College and Research Libraries. (1998). ACRL guidelines for distance learning library services. *College & Research Libraries News*, 59(8), 689-694.

Breivik, P.S.(1991) A signal for the need to restructure the learning process. *NASSP Bulletin* 75(535),1-7.

Bruce, C. (1997). The seven faces of information literacy. Adelaide: Aslib.

Carr, J.A. and Zeichner,K. (1987). Academic libraries and teacher education reform: the education of professional teacher. In *Libraries and the search for academic excellence.* Proceedings of the Arden House Symposium. New York: Arden House.

Caspers, J. ; Fritts, J. and Gover, H. Beyond the rhetoric: a study of the impact of the ACRL guidelines for distance learning library services on selected distance learning library services on selected distance learning programs in higher education. *Journal of Library Administration* 31(3/4), 127 – 148.

Cavanagh, T. and Lingham, B. (1994). Library services for external postgraduate and overseas students. *Distance Education* 15,(1) 112-117.

Clyde, S.E. (1997). Library bibliographic instruction: a challenge to deliver off campus. *Journal of Distance Education*, 6(1) ,109-113.

Cooper, R. and others. (1998). Remote library users-need and expectation. *Library Trends* 47 (1), 1-14.

BEST COPY AVAILABLE

Dugan, R.E. (1997). Distance education: Provider and victim libraries. *Journal of Academic Librarianship* July, 315 – 318.

Kearley,J.P. and Lange, K.S. (2001). Partners in emerging technology: Library support for web- based instruction 32,(1/2), 267-280.

Lance, K. and Potler, S. (1995). Integrating library instruction into course modules. In C.J. Jacob, comp. *The Seventh off-campus library services conference proceedings*. Mount Pleasant, Michigan: Central Michigan University

Niemi, J.A., Ehrhard, B.J. and Neeley, L. (1998). Off-campus library support for Distance adult learners. *Library Trends*, 47(1), 65 – 74.

Popoola, M.O. (1992). The role of libraries in the promotion of independent study in developing countries. Research strategies, 10 (4), 161-169.

Rader, H.B. (1998) Information literacy: the professional issue. *College & Research Libraries News*, 59, 171-172.

Riggs,D. (1997) Distance education: Rethinking practices, implementing new approach *College and Research Libraries*, 58, 208 – 209.

Rodrigues, H.F. (1996). The role of the library in distance education. *Microcomputers for information management*, 13(1), 21 – 30.

Shillinglaw, N. (1995). Academic transformation and library information service at the University of South Africa. In C.J. Jacob, comp. The Seventh off-campus library services conference. Mount Pleasant, Michigan: Central Michigan University, pp.341-353.

STOU (1992). Sukhothai Thammathirat Open University & the 1992 Asian Management Award in Development Management. Nonthaburi : STOU.

STOU (2000). STOU Plan 2000. Nonthaburi : STOU.

Thomas, G.M. (1995). Education-past, present, future. In D.R. Walling, ed. *At the threshold of the millennium*, Bloomington, Indiana: Phi Delta Kappa.

About the author

*Chutima Sacchanand, B.A, M.A., M.L.S. Ed.D. candidate.(Charles Sturt University, Australia) Associate Professor in Information Science, |Sukhothai Thammathirat Open University , Thailand, and Chairman of the Library and Information Science Instructors Society under the Thai Library Association. Email laasschu@stou.ac.th

GLASGOW 2002

68th IFLA Council and General Conference August 18-24, 2002

Code Number: 039-098-E
Division Number: VIII
Professional Group: Asia & Oceania
Joint Meeting with: -
Meeting Number: 98
Simultaneous Interpretation: -

The Public Library and citizens' information literacy education in china: a case study of Wuhan area, China

Li Jingxia
Associate Research Librarian of Wuhan Library
Wuhan Library
Wuhan, China
E-mail: jingxiali@sina.com.cn

Abstract:

The paper begins with the introduction the term 'information literacy' and analyses the need for information literacy education in China. It also presents a detail description with examples how the China's public libraries are cultivating citizens' information literacy. The experiences prove that the public library is the proper place to nurture citizens' information literacy. The work on information literacy education can promote the exploration and utilization of information resources. The paper also provides an opportunity for people to realize the value of the public library. In conclusion the author proposes some practical methods concerning the further improvements in information literacy education.

Key Words: Public Library, Information Literacy Education, China

---

Introduction

Since the 1990s, the rapid development of computer network technology and telecommunication technology has brought about great changes in human society. Particularly, the application of the Internet is further influencing every aspect of our society and bringing us new ways to work, study and live. This technology development also sets higher requirements for our competence in utilizing information. At a time when information is growing at exponential rates, people's disparity in information possession will cause a widening gap: some are in favorable positions with rich knowledge and high levels of skill, while others are in unfavorable conditions due to lack of information access. To lessen this disparity as much as possible, and supply comparatively equal opportunities for utilizing information, many countries have proposed information literacy education as a means of enhancing citizens' information access and ability to use information.

Definition

The term 'information literacy' was first put forward by Paul Zurkowski, president of the American Association for the Information Science, in 1974. Its basic definition is 'the ability to find, evaluate and use information'. With the fast-paced improvement of information technology and the continual emergence of new information resources, people are increasingly aware of information literacy, and the original definition does not completely reflect the full connotation of information literacy. Therefore, many scholars have extended this definition, and the American Library Association characterises an information-literate person as follows: 'must be able to recognize when information is needed and have ability to locate, evaluate, and use effectively the needed information.' 'Ultimately, Information literate people are those who have learned how to learn. They know how to organize, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.' Thus information literacy describes people's information performance, self-study competence and critical thought. Information literacy is a primary quality that every citizen should have, just like traditional ability to read, write and calculate. Only those with good information literacy can successfully adapt to the constant changes in society, so helping citizens to achieve information literacy is becoming an important goal in many countries.

The Necessity for Information Literacy Education in China

The first Chinese TCP/IP link to the Internet was established in May 1994 in the Institute of Higher Physics (IHEP), Chinese Academy of Science. China is the 71st country to connect with the Internet. In recent years China's development as an information society has progressed rapidly. The Chinese government attaches great importance to the construction of information infrastructures and has established CHINANET, CERNET, SCTNET, CHINAGBN, UNINET, etc. According to statistics provided by the Information Center of China Internet, at the end of 2001 there were more than 12,540,000 computers linking directly with networks; there are more than 33,700,000 users, which puts China's communication network in 2nd place in the world. On the other hand, China is still a developing country with population of about 1.3 billion and living in 9.6 million square kilometers. According to the 5th National Population Census in 2001, in every 100,000 persons 3611 receive a university education, 11,146 receive secondary school educations. Many people lack competence in information technology, and in a time of surging information growth they are at a loss. Consequently, they cannot successfully search for needed information, and waste much time, energy and money. When they have information demands, some are unable to use the resources in the library; and many do not even know the functions or location of the library. This results in inefficient utilization of libraries and information. In technology innovations, 90% is synthesized from the work of others, and only 10% is originated by the researchers. It is clear that the development of creativity is directly affected by information collection, utilization, processing and analysis. Creativity is essential in national development.

Main Practice and Experiences in Chinese Public Libraries - A Case Study of Wuhan Area, China

The library has a wonderfully evocative title - 'The University Without Walls'. Launching social education is one of the significant functions of libraries, especially public libraries. In 1994 UNESCO and IFLA jointly issued 'The Public Library Manifesto' which stipulates that public libraries should 'support not only the regular education but also the individual's self education at all levels'. The Provincial/ Autonomous Region/Municipal Library Work Rule, which was formulated by the Chinese Ministry of Culture in 1982, also clearly points out that 'libraries' chief task is to spread science and knowledge, and improve people's scientific and cultural level'. Launching social education is the public library's responsibility. In the long run, Chinese public libraries need to strengthen reader education in utilizing libraries. The rapid development of information technology has changed the people's ways in exploiting information, and information literacy education is revolutionizing library work. To describe the Chinese public library approach to information literacy education, I shall take my own library, which represents the common situation in China, as an example.

Wuhan lies in the central part of China with a population 6,000,000. It is a well-known city of cultural and historic significance, and one of the largest commercial, financial and educational centre, as well as an important center for scientific research. In the Wuhan area there are 16 public libraries, which include Wuhan Library, Wuhan Municipal Children's Library and 14 district libraries. Additionally, we also have 150 residential community libraries.

Since the country's reform program began in 1978, great changes have taken place in Chinese public libraries. Local government attaches great importance to the development of libraries. The grand opening of our library new building is a good example. This new building cost 20 million Yuan. It covers a total floor space of 32,975 square meters, with 2147 seats. It has a range of reading rooms for printed documents, electronic publications, multimedia service, experts' research rooms, training centre and a computer centre, etc. Its computer network system uses Ethernet, and the host computer server is an IBM RS/6000 H70. It uses advanced routing system technology and the products of IBM ACS. The whole library has more than 1000 information access points, which are distributed throughout the building and connected with the Internet. The network service of our library enables the readers both inside and outside to access resources on the Web and the LAN.

The building is also equipped with many advanced facilities, such as a central air conditioning system, security control system, fire-fighting and alarm system, etc. And some special facilities such as the specialized passageways and toilets are installed for the handicapped. The modern and quiet study atmosphere of the library regularly attracts hundreds of readers every day, and the new library has become an important place for spreading knowledge. This new building and the improved means of information access also bring us a new challenge, that is, how to make good use of these advantages to help more readers utilize information efficiently.

Reinforcing Citizens' Ability to Utilize Libraries and Information Effectively

Since 1978, libraries have built or extended their buildings, and today public libraries in China account for more than 4,000,000 square metres. The libraries are mostly located in the centre of residential areas. Their surroundings are beautiful, and buildings are graceful. Inside it is quiet, neat and 'civilized'. The new building of Wuhan Library is located in a famous street, which is well known for its commercial institutions. It is novel in its outward appearance, which looks like an opened book. Inside the environment is graceful, and there are many sofas and chairs in the corridors on each floor, and there is a café as well. In the reading rooms scientifically designed desks and chairs are offered to the readers. The librarians are in uniforms, speak civilly and offer services to a high standard. In order to guarantee that each person can equally enjoy the library's service and utilize information, we take the following

BEST COPY AVAILABLE

measures:

1 Library cards and reading privileges are free of charge. In each reading room readers may enjoy open-shelf reading, namely, they may choose the books from the shelves, and just need to return them to book-carriers. Card-holders can borrow or return books in a matter of seconds through computers installed in the reading rooms. This offers readers more freedom to select books and stimulates readers' initiatives. In order to bring more convenience to readers, we have a policy of year-round service, 84 hours a week. We also offer a special service for handicapped and elder citizens, such as household service.

2 To help citizens understand the value of the library, we use newspapers, radio, TV and other media to publicize library activities. More than 130 reports on Wuhan Library have been carried in the local newspaper, on the local radio or TV. This year Wuhan Library and the local newspaper jointly solicited articles and the topic, 'Library and I'. Thousands of readers retell their own stories of how they have used the library and to what a degree the library has helped them with their study. For example, in one article, 'The Holy Palace That Helped Me Grow Up', the writer tells the experience of growth from a middle school student to a Doctor of Literature and high-ranking official. He concludes in his article, 'I know well that my achievements have much to do with Wuhan Library. I have no words to express my gratitude towards it.' We also have a monthly column in the reading section of the local newspaper that serves as a reader's guide and discussion of bestsellers.

3 We work to develop the library's potential readers. Since our new library was inaugurated, it has opened to middle school and elementary school students regularly on Saturday. It has received more than 8000 young readers for more than one year and assigns a librarian to explain the library's service facilities and instructions to them. We also hold different kinds of reading activities with schools. For example, the annual composition event, 'Chucai Cup Competition', has become an international activity, attracting more than 8000 middle and elementary school students every year, including students from America, New Zealand, Australia and Britain. To organize middle school and elementary students to visit the library is one of the best way to nurture potential readers. Through it we can develop their interests in the library and help them become the library's devoted readers all their life.

4 We try to involve readers in the library's professional work. It deepens the readers' understanding of the library and its significance. We hold a readers' forum once or twice in a year, provide a blackboard newspaper of the readers' reflections and a readers' garden to discuss reading activities. At the beginning of last year, we tried to recruit library volunteers from community. When this news was announced, there were 226 people enrolled in just three days. Volunteers of different ages and levels now participate in the library's auxiliary work.

5 We send books to households. We use the book mobile to provide troops, prisons, villages and communities with books, to organize reading activities, recommend booklists, hold reading sessions and other activities. This year we have helped four communities set up libraries and have donated some books to them, and also exchange books regularly. This helps many more citizens for whom visiting the Wuhan Library is inconvenient.

Helping Citizens Acquire Information More Conveniently

Libraries collect an abundance of documents and other resources, including printed documents, CD-ROM databases and micro documents. The public libraries cover various fields that cater to the varied needs of their readers. According to the Chinese library statistics at the end of 1999, the general conditions of various documents and reference materials in Chinese public libraries is as follows:

Total Collection (Thousands of Volumes)						Compiling Secondary and Tertiary Literatures
	Books	Presses	Micro Document	Audio-Visual Document	Others	
395387	271601	54833	13624	891	26698	66329

Wuhan Library has a total collection of 1.5 million volumes, and a great many databases, such as Tsinghua Academic Periodicals, Wangfang Database, Weipu Database, etc. We use these information resources to providing various information services.

1 A newspaper cutting service. To give the readers wide information and save their time, Wuhan Library collects applicable materials from the collection, collate and publish lots of brochures, which extract contents concerned the books, periodicals and newspapers. In accordance with the requirements of different readers, we have divided these into two categories: (A) Policy-making references. This service is provided to the government-policy making departments, and the contents include situation analysis, viewpoints, social trends, etc. (B) Economic department references. This concentrates on agriculture, commerce and science and technology, and covers special subjects, such as "Breeding Fish', 'Financial Information', 'Supply and Marketing', etc.

2 Bibliographies and indexes on special topics. Wuhan Library compiles these on special topics. They have included 'Chinese and Abroad Famous Work', 'The Intensive Reading Booklist', 'How to Face the Knowledge Economy', etc.

3 Reference information for the self-learners. Many people frequently came and borrowed books about lawyer's qualification tests, etc. Recognizing this situation, Wuhan Library has developed a CD-ROM that contains related reference books, test information and sample tests.

Helping Readers Utilize Information through Technology

We have allocated considerable funds for constructing computer and communication equipment. At present, many public libraries have built their own LAN, through which they can connect with the Internet and can also provide information services with their CD-ROMs. Modern equipments have been integrated with traditional information collections and processing technology. In the Wuhan area 14 city district public libraries have connected to the Internet, and a local network has been built up, which covers all the public libraries in Wuhan.

1 Reading guidance system. Wuhan Library provides a library sketch map at the entrance and multimedia reading guidance in the catalogue hall. In this way, the readers can have a clear picture of the library's history and situation, service items, the floor plan, the methods of searching or borrowing books, procedures in handling the readers' card, charging standards, opening time and even the toilet, lift and telephone locations. In the catalogue hall, there are 18 computer retrieval stations beside which the readers can find specific instructions on using the computers. Having found the documents online, they can make a note of the book colleting area with the prepared paper and pen, and they also can print a list on the printer through computers. The librarians offer assistance when difficulties arise.

2 Reader assistance. For the sake of the readers' smooth online searching and reading, Wuhan Library

uses a bulletin board to guide readers in the electronic reading room. It posts a concise flow chart on the operation methods of databases on each computer desk for the users to operate accordingly. There is also a special service of CD-ROM reading, which is accompanied by books, and the librarian will give assistance on the spot.

3 Internet assistance. On the Wuhan Library Web site there are various items, such as the information on the library, the library's documentary treasures, electronic periodicals, new books, the local documents of Wuhan, the policy-making references and other items. Through the Web readers can consult and use various kinds of information. 'Service Information' on the Wuhan Library homepage introduces borrowing, consulting and searching services. 'Study on Wuhan' mainly introduces Wuhan's economy, lecture, education and employment, etc. And there is much more information besides on the Web site.

4 Reference service. This work provides the readers with such services as specific documents or documentary advice through consultation. There is an information desk at the entrance hall, and experienced librarians help readers with their questions. It also undertakes the science and technology investigations and writes some reports on request. It provides indexing and translating services as well.

5 Telephone service. Through the phone, readers can acquire specific information, such as the ways to use the library card, service time, introduction of services, activity announcement, and regulations, etc. After Wuhan Library launched this service began receiving scores of calls every day.

Improving Citizens' Competence in Information Acquisition through Professional Support

According to the *China Library Yearbook*, by the end of 1999 Chinese public libraries employed 48,792 staff. To cater to different needs, professionals can launch information literacy education of different forms and levels. In particular libraries have many professional librarians with substantial experience and knowledge of catalogues, documents, library and information services, indexing tools, etc. As information guides they can help readers master the techniques for using online information. In exploiting libraries, librarians can teach them how to choose key words, how to correctly access indexed results, and how to analyze acquired information, etc.

1 Emphasizing new readers' education. Most readers come to the library mainly for borrowing books, but they do not know how to use the catalogue, and lack the basic understanding of the range of books, or the content and pattern of library services. If the librarians teach incoming readers the basics of library skills and services, the readers are able to make better use of the library. Wuhan Library gives regular lectures for new readers. Through these lectures new readers better understand the library's functions and services. In addition Wuhan library presents 'The Introduction of the Library' and 'The Guide to the Library Service' to the first-time readers in order to help them better understanding the library's functions.

2 Launching reader-oriented training in information knowledge and technology. This kind of training is carried on usually by special subject lectures or knowledge competitions. Thus the readers can fully understand the content, types and features of electronic books, periodicals, newspapers and indexing methods. At the same time readers are introduced to new ways and different kinds of tools for Internet searching and browsing. Wuhan Library offers lessons on basic computer knowledge, attracting thousands of students. Wuhan Library holds lectures on basic IT knowledge on a monthly basis, to introduce the Internet, the software and hardware, Web-based information, browsing tools, etc. At the beginning of 2002 the Wuhan Library held a readers' computer knowledge contest, and this was greatly welcomed by readers.

3 Providing training according to the needs of special readers. This helps enhance readers' information capability and accelerates their effective exploitation of information sources. For instance, in view of

readers' urgent need for information on the WTO, Wuahn Library conducted lectures on information-related issues for persons engaged in economy and business managers and administrators. We introduced features and indexing methods of various information sources, and accordingly compiled many digests of informative documents. If users understand the information sources and indexing pathways, they can acquire related information with the help of the library.

4 Offering various study classes. Wuhan Library has set up a training department, which is in charge of launching various short-term, medium-term and long-term training courses. Wuhan Library has held various lectures in the light of special developments and citizens' needs, such as 'How to Study English', ' Investment' and 'Psychology', etc., which have attracted numerous citizens. Wuhan Library and Wuahn Radio and TV College jointly preliminary tertiary courses, and together they have trained hundreds of learners in just a few years.

Suggestions for Improving Information Literacy

Creating an Information-Literate Atmosphere in Society

To widely publicize information literacy education in society, we should establish an information literacy association composed of persons from all walks of life. By publishing periodicals and holding meetings, it inquires into the implements scheme of information literacy education, called on all society to value the enhancements of citizens' information literacy, and to regard it as one of the importance factors in national development and social progress. At the same time, government should regard information literacy education as key criterion in evaluating libraries.

Reinforcing Theoretical Research on Information Literacy Education

Present-day information literacy education consists mainly in acquiring knowledge and skills related to computer and Internet use. It touches less upon other aspects of information literacy, and lacks the depth required for truly effective education. Information literacy education includes not only all sorts of information skills and techniques, but also the ethics of information use, the rational and precise use of information, the evaluation of information, etc. With regard to information ethics, the main reason for this is the increase in information abuse, such computer viruses, hacking, breaches of network security and copyright, etc. Launching the information literacy education can encourage citizens to recognize the significance of information and information technology in our social life, and also enhance their sense of responsibility for information. They can resist information pollution and standardize their own information behavior, adhering to certain principles of information ethics.

Setting up Systems for Training and Compiling Teaching Materials

If information literacy education is a far-sighted project, so is the required training program. To deal with the arrangement of specialized courses and faculty composition, libraries should consult related specialists (including those engaged in library science education). Libraries should also conduct literacy surveys among their readers. After receiving adequate feedback from experts and users the libraries are then in a position to create training programs, draw up implementation plans and launch the necessary educational programs. The teaching materials for information literacy education should include all the knowledge and techniques that users apply in using documents and library services. Libraries should make good use of the Internet to offer online teaching, so that the readers can improve their information literacy education at home.

Enhancing the Information Literacy of Librarians

Libraries play a major role in information literacy education. They are mainly engaged in locating, analyzing and evaluating information to help readers use this information smoothly, and librarians are the epitome of an information-literate person. This requires librarians to transform themselves from traditional organizers and keepers of information sources to directors and guides of information utilization. Therefore, improving librarians' information literacy is a key to raising citizens' information literacy.

References

American Library Association. Presidential Committee on Information Literacy. (1989) *Final Report*. Chicago: American Library Association.

Breivik, P.S. *et al*. (1993) 'Promoting Learning in Libraries through Information Literacy'. *American Libraries*, 1

Burnheim, R. (1992) 'Information Literacy - A Core Competency'. *Australian Academic & Research Libraries*, 12.

Kuhlthau, C.C. (1990) 'Information Skills for an Information Society: a Review of Research'. *Information Reports and Bibliographies*, 3.

Rader, H.B. (1997) 'Educating Students for the Information Age: The Role of the Librarian'. The 1st China-United States Library Conference.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number : 142-098-E
Division Number: VIII
Professional Group: Asia & Oceania
Joint meeting with: -
Meeting Number: 98
Simultaneous Interpretation: -

INFORMATION LITERACY PROGRAMMES IN MALAYSIAN PUBLIC UNIVERSITIES: AN OBSERVATION

Mohd Sharif Mohd Saad
Faculty of Information Studies,
Universiti Teknologi MARA ,

MALAYSIA

A. N. Zainab
Faculty of Computer Science and Information
Technology, University of Malaya

MALAYSIA

ABSTRACT

Information literacy is defined as the ability to recognize information need, identify, evaluate and use information effectively. The user education programmes and activities that promote these abilities is a growing concern among librarians and those involved in the education and training sectors. The paper discusses the effort initiated by selected Malaysian public university libraries to promote information literacy skills among their users especially in terms of the objectives, course content and approaches used in delivering information literacy programmes and activities. The selected libraries comprise the libraries at the University of Malaya (UM), National University of Malaysia (UKM), University Putra Malaysia (UPM), International Islamic University Malaysia (IIUM) and Universiti Teknologi MARA (UiTM).

Keywords: Information literacy, information seeking, Malaysia, information competencies.

Introduction

Malaysia with a population of 23 million has currently 16 public universities and over 600 private institutions of higher learning. The public universities are almost fully funded by the government. These universities function within the framework of the national education policies and practices. Malaysia aims to be a fully developed nation by the year 2020 . Vision 2020 which was conceptualized in 1990 emphasizes the need for Malaysia to be developed in all dimension. (Mahathir Mohamad, 1997). Among other things it calls for the unity of the nation , rooted in strong moral and spiritual values. The thrust is to develop Malaysia as an information-rich society, imbued with science and technology culture.

In order to achieve the status Malaysia must build its workforce that is knowledgeable, efficient, qualified and even multi skilled. In 1996 Malaysia embarked on the Multimedia Super Corridor (MSC). The MSC represents a paradigm for the information age. The aspiration is for the MSC to evolve into a global centre for the applications and testing of cutting age Information Technology advances and discoveries.

Higher Education and Information Technology

With the advancement of technologies and the process of globalization and liberalization most universities around the world are experiencing change with respect to its management and academic programmes. In many ways Malaysian universities are affected by this trend. In view of the Information Age that places importance on knowledge intensive activities, Malaysian universities has been advised to produce graduates who are knowledgeable, and well rounded and balanced with greater emphasis on information technology knowledge.

The Malaysian government, has indicated several areas in which the academia can make contributions:

a. Leverage on information, communication and telecommunication (ICT) technology for education – there is a need to encourage more widespread applications and adoptions of ICT technology in our learning environment;
b. Creating more local content – Content is a key component of the ICT services offered. Without adequate and appropriate content, the aspiration of nurturing knowledge –based economy and informed society will not be attainable.
c. Inculcation of ICT culture – Universities and other learning institutions have an important role to play in helping the government to inculcate an ICT culture among the people especially in the academic world and Malaysian public. (Halim Shafie, 2002)

Democratization of Higher Education and Life Long Learning

While recognizing the increased importance of knowledge, and information technology, Malaysian government also subscribes to the "democratization" of higher education and the concept of life-long learning. The agenda has led to higher enrolment of students in tertiary education, with the private universities and colleges complementing the public universities. Malaysia aspires for the creation of a learning culture, which produces graduates with a capacity and desire for life long learning and striving for personal development and excellence. Higher education must produce graduates who are effective problem solvers, capable of applying logic, critical and creative thinking to a range of problems and able to work both independently and collaboratively. These qualities call for a citizenry that is information literate.

Information Literacy

Information plays an important part in our individual or organizational pursuit. Information is a vital component in the development of critical thought as well as independent decision-making. Tofler (1990) coined the phrase "information overload" to describe the feeling of being overwhelmed, frustrated and even defeated by the amount of information available today. Wurman (1989) explained the process that leads to information overload, he calls it "information anxiety" . He defined it as the widening gap between what we understand and what we think we should understand. How do we navigate ourselves through this mess? How do students of higher learning navigate themselves? How can the universities help them? What can libraries and librarians do? The basic of information literacy, of efficiently and effectively accessing, evaluating and using information from a variety of sources are essential for survival in the information age.

Among the pioneer descriptions of an information literate person was put forward by Zurkowski (1974), President of the Information Industry, USA. According to Zukowski, "people trained in the application of information resources in their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources providing solutions to their problem". Over the last 20 years various definitions, concepts and description of information literacy have been put forward. The American Library Association Presidential Committee on Information Literacy asserts that Information Literacy is a necessary set of abilities for our daily life. A person who is information literate must have the ability to "recognize when information is need and have the capacity to locate, evaluate and use effectively the needed information" (American Library Association, 2000).

An information literate student would have mastered the abilities to locate, organize, evaluate and communicate information. He is thus empowered for effective decision making and freedom of choice. To produce information literate graduates, higher education can no longer accept a teaching environment in which a significant portion of the faculty views students as mere passive receivers of information. To train them to be information literate, the students must be allowed to:

gather the needed information from a variety of sources,
test the accuracy and validity of the information,
place the information into various contexts that will yield its pertinent meaning, remain skeptical about the information and be able to discriminates between fact and fiction.

The advert of IT has certainly made accessing and delivery of information possible within a few seconds. Many have confused Information Literacy as part of the IT literacy movement. Although it has been emphasized as the pathway to an information society, one must always acknowledge Information Literacy "as an intellectual framework for recognizing the need for, understanding, finding, evaluating and using information-activities which may be supported in part by fluency with information technology, in part by sound investigative methods, but most importantly, through critical discernment and reasoning. Information literacy initiates, sustains and extends lifelong learning through abilities that may use technologies but are ultimately independent of them "(Council of Australian University Librarians, 2001).

Information literacy and Higher Education

Training people to seek and use information effectively has always been a core business for libraries and information professionals. Traditionally, in academic libraries, information seeking has been taught within the library context. Terms such as bibliographic instruction, library orientation and user education are used to describe the training of literature search and information retrieval.

Today academic libraries have been viewed as an important education institution; and information searching programmes have extended beyond "user education' to more comprehensive courses related to the participant's study and research needs. The innovations of the computing and telecommunication technologies on information systems and services have transformed libraries and their services. Library users must not only be trained to seek and use information, but also to evaluate its quality, provenance, reliability and validity. Users need to be able to detect biasness and other influences in the content.

The shift towards electronic information sources has to a certain extent confused the terminology of information literacy. Computer literacy is only one aspect of information literacy. It must be maintained that information literacy is a set of abilities that requires a combination of knowledge and skills and recognition that information is not confined to materials stored in a computer. As is happening all over the world, information professionals are often involved in imparting information technology skills and information handling skills. The concern here is to ensure that the importance of content related skills is acknowledged and that people do not equate information literacy to electronic mail and "surfing the net".

Information Literacy and Malaysian Public Universities

For the purpose of this paper a survey and interview were carried out at 5 public universities libraries in the state of Selangor, and the Federal Territory , Malaysia. The universities are:

a. University of Malaya (UM) in Kuala Lumpur (established in 1947)
b. Universiti Kebangsaan Malaysia (UKM) (Malaysia National University, established in 1970)
c. University Putra Malaysia (UPM) (established in 1971)
d. International Islamic University, Malaysia (IIUM) (established in 1983)
e. Universiti Teknologi MARA (UiTM) (established in 1956)

Figure 1 : Information Literacy Programme at UKM

Programme & duration	Target Audience	Methodology	Status	Objectives
1) Module 1 – Library skills – Library Orientation – Library Tour – OPAC – -Online resource (1hr – 2 ½ hr)	New Students (Undergraduates & postgraduates) staff, visitors	Tour and hands-on	Compulsory for students	a)Overview of the library collection and services b)Understand and able to perform information search c)Developing life long learners
2) Module 2 – Information skill workshop – General – OPAC – CD-ROM, Databases, – Internet, Online resources (1 hr each)	New Students (Undergraduates & postgraduates) staff	Hands on 5-10 in a group	Optional	
3) Module 3 – information skill workshop according to field of study. Social Science; Economic & Administration; Science & Technology; Education; Engineering; Islamic studies; Law; Medicines. (2 hrs each)	Students & staff	Hands on 5-10 in a group	Offered to faculty	
4) Modul 4 – information skills workshop – on demand library research for undergraduates, post graduates & staff. (2 hrs.)	Students & staff	Hands-on 10-30 in a group	Offered to faculty	Able to perform information search
5) Integrated programme with the faculty – a research courses carried out at the faculty allocates the library, 2 periods for library research example the (Science & Technology Faculty)	Undergraduates and postgraduates.	Lectures & hands-on	Compulsory For research courses	a) Understand the functions of libraries and resource centres b) Able to search the databases available in the UKM library. c) Develop their information skills d) Facilitate database management of the UKM library.
6. Co-curriculum programme – offered 2 courses to be take by undergraduate students as co-curriculum with 1 credit hours each. a) Managing resources centers (1 semester, 1 hour per week) b) Bibliographic databases and information skills. (1 semester, 1 hr per week) Note: Faculty of Technology & Information Science offers ' Information skills" course for their students)		Lectures, hands-on, assignments, tests	Optional for undergraduates	

BEST COPY AVAILABLE

Figure 2 : Information Literacy Programme at UM

Programme & duration	Target Audience	Methodology	Status	Objectives
1. Since 1998/99 Academic year, the Library offered Information Skills Course (GXES 1401) as 1 credit hr course. It is compulsory for all undergraduates (1 hr. per week) – Library orientation – OPAC – Online resources	All new undergraduates Postgraduates & staff	Lectures, hands–on, assignments, test and final exam (with workbooks) (100 to a class with 2 facilitators) Lectures; hands-on	Compulsory for all undergraduates	a) Equip students with information retrieval skills to meet their learning and research needs b) Encourage resource based independent learning c)Contributes to the University effort in producing graduates who are IT and Information literate d) Develop independent life long learners

Figure 3: Information Literacy Programme at UiTM

Programme & duration	Target Audience	Methodology	Status	Objectives
1. Library orientation - Tour - OPAC - Online Resources (1 – 2hrs)	New students & staff	Lecture, tour	Compulsory for all new students	To familiarise them with the library collection and services
2. Saturday classes – Students & staff can request from the library aspects they need training on , examples, on online resources; CD ROM; citations, etc Note : 4 Faculties offer Information Skills course to their first year students : a. Faculty of Information Studies b. Faculty of Administration and Law c. Faculty of Communication and Media Studies d. Faculty of Office Management &Technology	Students & staff	Lecture; hands-on	Optional	Able to carry out information search

BEST COPY AVAILABLE

Figure 4: The Information literacy programme at IIUM

Programme & duration	**Target Audience**	**Methodology**	**Status**	**Objectives**
1. Library skills – Basic 2. Tour; Opac; Internet (1 hr)	Undergraduates	Tour, Demonstration (Not more then 30 to a group)	Compulsory For all undergraduate.	Overview of the library collection and services
3. Library skill – Advance - Online resources; Internet search; - CD- ROM; (2 hrs.)	Undergraduate & post graduate.	Lecture; Hands-on (Not more then 30 to a group)	Optional	Understand and able to perform information search
4. English For Academic Purposes (Language Centre) – given by the library 2 hrs. during their class time for Library Skills – Advance Course	English classes	Lectures ; Hands-on (Not more then 30 to a group)	Compulsory for all Students taking English	

Figure 5 : The Information Literacy Programme at UPM

Programme & duration	Target Audience	Methodology	Status	Objectives
1. Orientation - OPAC - Online resources	New Students (Diploma, Undergraduate, Post graduates, Distance learning & staff)	Lecture, multimedia presentations	Compulsory for new students	Familiarize with library. Collection and Services
2. Information Literacy Programme – On Going - Information search strategy - OPAC - CD-ROMS/Current Contents on CD - Online Journals - UPM Databases - Internet (2 hrs. each session)	Students & Staff	Lecture, Hands-on Students need to book – a group of 10 and above	Optional	a)Train users to be effective information seekers; b) Able to find & evaluate information efficiently and effectively from various sources
3. EDU 3014 – Information Literacy (2 credit hrs. course)	Diploma & Undergraduate	Lecture, hands-on, assignments, tests, final examination (2 hrs. a week)	Optional as a credit hour	Understand the value of and need for information; identify the various sources of information; acquire skills in retrieving and accessing information for life long education

As indicated in Figure 1 UKM provides 4 different modules for its information skill programme. Most of the programmes are optional., they also report receiving a good flow of requests especially from faculty members urging their students to sign up for modules 2, 3 and 4. The faculty of Science and Technology allocate two periods within their research course for students to learn how to search for information through the library. This emplaces the library as an important resource in the promotion of information literacy. Their Co-Curriculum classes were also able to attract up to 200 students every semester. Most of the information skills programmes were organized based on Eisenberg/Berkowitz Information Problem –Solving (Big 6) model (Spitzer, Eisenberg and Lowe, 1998).

Prior to starting the GXES 1401: Information Skills Course in 1998/1999 session, the University of Malaya Library (Figure 2) in 1996/1997 session conducted a survey of Library Skills and Computer Literacy among students enrolling at the University of Malaya. (Chal l, & Tan-Lim , 1997). Based on the findings the library gained an insight of the library usage pattern, levels of information skills and IT skills of undergraduates. Due to the large enrolment of about 4000 undergraduates per year, the Information Skills course was divided into 2 semesters. The Arts and Social Sciences faculties were provided the Information Skills course during their first semester, while the Pure and Applied Sciences faculties were scheduled the course in their second semester. This was due to the constraints of inadequate facilities and facilitators.

The Universiti Teknologi MARA (UiTM).(Figure 3) has 2 intakes of students yearly. The library offers library orientation programmes for each intake and encourages students and staff to utilize the services of the information services department by making appointments for tutorials and hands on instruction, which are schduled every Saturday. It is also encouraging to note that 4 faculties in UiTM offer Information Skills as a compulsory course for their first semester students.

The International Islamic University (IIUM) (Figure 4) divides its library skills programme into basic and advance courses. Although the advance course is not compulsory for all undergraduates, the Language Centre has allocated 2 hours for the library to teach advance library skills. Thus, all undergraduates at IIUM have the opportunity to undergo the advance library skills course.

The University Putra Malaysia (UPM) (Figure 5) offers on-going Information Literacy programmes . The students, on their own initiative or being asked by their lecturers, sign up for these programmes. UPM also offers a 2 credit hour Information Literacy Course (EDU 3014) as an elective course. About 40 - 60 students attend the course every semester. The code is (EDU) is registered under the Faculty of Education. The reason for it is that the Library does not have a faculty status. The course is open to any Diploma or undergraduate students. The postgraduate students only audit the course. The programmes are designed based on Eisenberg/Berkowitz Information Problem Solving and the Irving- Marland - Information Skills model (Spitzer, Eisenberg and Lowe, 1998).

Observations

Of the 5 universities above, only UPM uses the term information literacy to describe their programmes. The other 4 , UKM, UM, UiTM and IIUM uses the term information skills or library skills. The librarians interviewed in their universities agree on the concept of information literacy, but felt that their programmes does not qualify to be called information literacy. Those interviewed consider that they What they considered they have been training the students to be able to:

a. Locate information within the library;
b. Use a variety of information systems (OPAC, Online Journals, Internet, CD-ROM) to search and retrieve information from various formats);
c. Differentiation between primary and secondary sources;
d. Assessing search results for quality, reliability, authority, validity and timeliness.

It is obvious that UM offers the information skills module as a compulsory course for all its undergraduates. During these four years of implementation there were various issues that they have to continuously address.

a. The programme is conducted in isolation and the feeling is that it is not very effective. Therefore it should be integrated into each faculty's curriculum. From another study carried out by the library was found that majority of the first year students (52%) felt that the topic on OPAC were very useful for them, while other topics such as search strategy, reference sources, CD-ROM and citation were only "useful" and moderately useful for most of them (Chan & Zaharah, 2001). The students seemed to depend too much on prescribed texts, and the library felt that the faculty should encourage more resource-based learning.

b. Each librarian at the UM Library has 3 hours of class with the students and this does not include time for preparation, marking of assignments, tests and examination papers and other workload.

c. Physical facilities like computers and projectors are limited.

d. It was found that one hour a week is not enough for lectures and hands-on application. Extending the contact hour would be inappropriate because the Information Skills course is only one credit programme.

e. Those interviewed also felt that the librarians need to be trained to be quality instructors and facilitators.

f. Resources (equipments, finance, staffing) needed must be made available to implement information literacy programmes.

Most of the libraries approached are considering to offer a compulsory one-semester course in their universities. Constraints such as staff time, computers, projectors and finance have prevented the other university libraries to realize the programme. However, most libraries agree that it will not only develop the students but will also enhance the image of libraries. More research must be carried out to first evaluate the present programmes and to understand the needs of the library users.

Many felt that greater commitment must be secured from the university administration. Some academic librarians felt that teaching should not be part of their duties and that if they are being asked to do so, certain remunerations should be entitled to them. All the librarians interviewed were unanimous about the benefits of the programmes. They felt that their efforts in teaching have benefited from these perspectives:

a. They believe that the programme have empowered their users for life in terms of information seeking skill, which is very important in today's educational, business or even social environment
b. Users with actual reference questions and not just directional are utilizing the information service, especially the information desk.

Conclusion

Anderson (2001) commented that " many information literacy programs come about as a result of seeking new directions and have ended by acting as signposts along the way to others who are designing or redesigning their programs".This is true for the public universities in Malaysia. Most libraries want to run information literacy programmes for their users, but are held back by constraints and they are looking at other methods of delivery. Currently, some of the universities are designing online tutorials for their information literacy programmes and hope to implement them in the near future. Information literacy need to be fostered and supported throughout the student's university career, enabling them to locate, evaluate and use the information.

Note: The authors would like to thank : Ms. Chan Sai Noi (UM); Ms. Aripah Mohamad, Ms. Hafsah Mohd & Mr. Abu Bakar Maidin (UKM); Ms. Nooraini Ismail & Ms. Siti Salbiah Raduan(IIUM); Ms. Kamariah Abdul Hamid, Ms. Badilah Saad & Ms. Rosmala Abdul Rahim (UPM); Ms. Baimah Bujang , Ms. Paiza Idris & Ms. Zaimah Mokhtar(UiTM), for all their input in making this paper possible.

Bibligraphy

Anderson, Gregory L.(2001). The joy of information literacy. *American Libraries*, 22(8)

American Library Association.(2000) *Information Literacy Competency Standards for Higher Education. Chicago,* Illinois : ALA

Behrens, S.J. (1994). A conceptual analysis and historical overview of information literacy. *College and Research Library*, 55(4) : 309-322.

Bruce,C. (1995). Information Literacy: A framework for higher education. *The Australian Library Journal,* 44(3) :158-170.

Buckholtz, J. Thomas.(1995). *Information Proficiency: Your Key To Information Age.* New York: Van Nostrand Reinhold

Breivik, Patricia Senn.(1998). *Student Learning In The Information Age.* ORYX Press, Council on Education.

Bundy, Alan.(2000). Information Literacy: The Foundation of Lifelong Learning. Paper *Presented at the Lifelong Learning Annual Conference of the South Australian Association of School Parents Clubs(SAASPC) 15-16 August 2000.*

Chall, Devindar Kaur & Tan-Lim Suan Hoon(1997). A survey of library skills and computer literacy of new students entering the University of Malaya, *Kekal Abadi*, 16(4): 1- 11

Chan Sai Noi & Zaharah Ramly(2001*). Information literacy course(GXEX 1401) ; a survey of it's effectiveness as perceived by students. Kekal Abadi , 20 (1),1 - 7*

Changing University Teaching: *Reflection or creating educational technologies(2000).* Kogan Page : UK.

Council of Australians University Librarians(2001). *Information Literacy Standards.*Canberra; Council of Australian University Librarians

Doyle, C. (1994*). Information literacy in an information society: A concept for the information age*. Syracuse, N. York : ERIC Clearinghouse

Halim Shafie (2002*). Linking technology with information : Malaysia's policy and legal framework.* Presented at the International Conference on Linking Technology and Information Services : Issues and challenges, Kuala Lumpur, 25 – 26 June 2002

Hancock, V.E (1993). *Information Literacy for Lifelong learning*. ERIC Digest(ED358870), Syracuse, NY: ERIC Clearing house on Information resources.

Horton, F.W. (1983). Information Literacy vs. computer literacy. *Bulletin for The American Society Information Source*, 9(14).

.Irving, A. (1985). *Study and information skill across the curriculum*. London: Heinemann

Julien, Heidi (2000). Information Literacy in Librarian academic Libraries: Longitudinal Trends and International Comparisons. *College & Research Libraries*, 61(6):510-532.

.Kirk, J. Thomas G.(1999). Course-related bibliographic instruction in the 1990's. *Reference service Review*, 27(3):235-242.

Kulthau, Collier Carol.(1987). *Information Skills for an Information Society: A Review of Research*. Syracuse, New York : ERIC

Laila Hassan dan Azizah Zainal Abidin(1997). Information Literacy Programme in The Digital Era at Universiti Putra Malaysia Library. *Paper presented at Persidangan & Worksyop Kebangsaan Perkhidmatan Perpustakaan: Ke Arah Pengurusan Maklumat Cemerlang Menjelang Abad ke 21, Kuala Lumpur, 18-21 Ogos 1997*

Mahathir Mohamad*(1997). Vision 2020 : Malaysia towards establishing a fully developed nation.* Kuala Lumpur : Kementerian Penerangan

Maughan, Davitt Patricia.(2001). Accessing Information Literacy among Undergraduates: A Discussion of the Literature and the University at California – Berkeley Assesment Experience. *College & Research Libraries*. 62(1):71-82.

New wave university: A prelude to Malaysian 2020 (1996). Kuala Lumpur : Pelanduk

Nimon, Maureen.(1999). Striking The Right Balance: Information Literacy and Partnership between Librarian, Lecturer and Student. *Presented at the 4th National Information Literacy Conference Conducted by The University of South Australian and The Australia Library and Information Association. Adelaide, Australia,3-5 Dec 1999.*

Rader, Hannelore B.(2000). A Silver Anniversary: 25 Years of Reviewing The Literature Related To User Instruction, *Reference Service*, 28(3).

Shapiro, J. J. and Hughes, S. K. (1996). Information literacy as a liberal art. *Educom* Review,3(2).

Spitzer, Kathleen L, Eisenberg, B. Michael and Lowe, A. Carrie (1998). *Information Literacy: Essential Skills For The Information Age*. Syracuse, New York : ERIC

Toffler, Alvin.(1990). *Future Shock*. New York : Boston Books

Wurman, Richard Saul.(1989). *Information Anxiety.* New York : Doubleday

Yeboah, Theophilus.(1999). The Management f Information Literacy Skills Programme For Science Undergraduate at The University of Botswana. *African Journal of Library, Archives of Information Science*,9(2):143-152.

Zaiton Osman, Chan Sai Noi & Devindar Kaur Chall. (1998) *Developing IT skills through information skills(IS) programmes*. Presented at the PPM/LAS Joint Conference, Kota Kinabalu , 22 – 24 June.

Zurkowski, Paul.(1974). *The Information service environment relationships and priorities.* Washington DC*: National Commission on Libraries and Information Services.*

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 091-099-E
Division Number: 0
Professional Group: Preservation and Conservation (PAC)
Joint Meeting with: -
Meeting Number: 99
Simultaneous Interpretation: -

The 1954 Hague Convention on the protection of cultural property in the event of armed conflict and its 1954 and 1999 protocols

Patrick J. Boylan
City University London
London, United Kingdom

Over a period of many centuries, in parallel with the slow emergence of the concepts of international diplomatic and humanitarian law , both the international community and national law began to accept the concept that in times of armed conflict important immovable cultural property, such as historic, religious and educational sites, buildings and zones, and movable cultural property, such as works of art, and museum, library and archive collections and the institutions caring for these were entitled to respect and protection from both direct acts of war, and associated risks, particularly looting and acts of vandalism. (A history of the evolution of the concept of cultural protection in times of war from the Crusades to the present-day has recently been published: P.J. Boylan, "The concept of cultural protection in times of armed conflict: from the crusades to the new millennium", pp. 43 - 108 *in* N. Brodie & K. Tubb (editors), 2002. *Illicit Antiquities* (London: Routledge), and this present short paper has been largely based on this.)

However, despite the adoption of provisions in the developing more formalised international Laws of War from the second half of the 19th century onwards, the Second World War in Europe saw cultural destruction on an unprecedented scale, with the loss of many hundreds of thousands of historic buildings, whole historic zones and millions of items of movable cultural property. Faced with the risk of a further World War, and in the light of the experience of the Spanish Civil War, n the late 1930s the International Museums Office of the League of Nations, the predecessor of the present-day UNESCO-based International Council of Museums (ICOM), began work on a proposed international treaty aimed specifically at the protection of both immovable and movable cultural property in times of war.

Though work on this stopped in 1939 with the outbreak of war in Europe, this important pre-war work was taken up again by the Italian government initially, but the lead responsibility soon passed to

UNESCO. Following a considerable period of preparatory work, including a detailed development of the pre-war proposals prepared by the Government of The Netherlands, a Diplomatic Conference was formally convened at The Hague in 1954. The result was the adoption on 14 May 1954 of *The Convention for the Protection of Cultural Property in the Event of Armed Conflict, The Hague, 1954*, which was amplified by detailed *Regulations* for the practical implementation of the Convention (which form an integral part of it), and a separate *Protocol for the Protection of Cultural Property in the Event of Armed Conflict.* Despite much debate and many differences of opinion on the details – particularly at the practical level, the 1954 Conference was clearly agreed on a number of important principles, particularly the concept of a valid international interest of the world community in cultural property as part of the cultural heritage of all mankind', requiring special legal measures at the international level for its safeguarding.

The background and objectives to the Convention and Protocol are set out clearly at the beginning: "The High Contracting Parties, Recognizing that cultural property has suffered grave damage during recent armed conflicts and that, by reason of the developments in the technique of warfare, it is in increasing danger of destruction; Being convinced that damage to cultural property belonging to any people whatsoever means damage to the cultural heritage of all mankind, since each people makes its contribution to the culture of the world; Considering that the preservation of the cultural heritage is of great importance for all peoples of the world and that it is important that this heritage should receive international protection; Guided by the principles concerning the protection of cultural property during armed conflict, as established in the Conventions of The Hague of 1899 and of 1907 and in the Washington Pact of 15 April, 1935; Being of the opinion that such protection cannot be effective unless both national and international measures have been taken to organize it in time of peace; Being determined to take all possible steps to protect cultural property; Have agreed upon the following provisions:...." (Hague Convention 1954: Preamble)

The Convention itself first defines within the single term `cultural property' (`biens culturels' in the French version) three different conceptual categories: (1) both immovable and movable items which are themselves of intrinsic artistic, historic, scientific or other cultural value such as historic monuments, works of art or scientific collections, (2) premises used for the housing of movable cultural property, such as museums, libraries and archive premises, and (3) `centres containing monuments' such as important historic cities or archaeological zones. Protection is also offered by the Convention (Article 2) to temporary wartime shelters, to authorized means of emergency transport in times of hostilities, and to authorized specialist personnel: concepts derived directly from the protection for civilian air-raid shelters, hospitals and ambulances in relation to humanitarian protection in the Geneva Conventions.

The language of the 1954 Convention is very uncomplicated in relation to the second of the two key concepts of its title and purpose: that of `protection' of cultural property. This is simply defined as comprising `the safeguarding and respect for such property'. However, the subsidiary definitions (`safeguarding' and `respect') are rather odd. `Safeguarding' is used not in the obvious sense of guarding and keeping safe that which is safeguarded (in this case cultural property) at all times, including the times of greatest danger (e.g. in this case during armed conflicts). Instead, in the Convention `safeguarding' is explicitly defined as referring only to peacetime preparations for the possible effects of war or other armed conflicts: "The High Contracting Parties undertake to prepare in time of peace for the safeguarding of cultural property situated within their own territory against the foreseeable effects of an armed conflict, by taking such measures as they consider appropriate." (Article 3)

Protection in times of war or internal armed conflict is instead merely termed `respect'; a term that, at least in common English parlance, falls far short of the term `protection' used in the overall definition. `Respect' is defined in some detail, though with the main emphasis on `refraining from' defined activities, rather than on the taking of active measures for `safeguarding' during actual hostilities: "The High

Contracting Parties undertake to respect cultural property situated within their own territory as well as within the territory of other High Contracting Parties by refraining from any use of the property and its immediate surroundings or of the appliances in use for its protection for purposes which are likely to expose it to destruction or damage in the event of armed conflict, and by refraining from any act of hostility directed against such property." (Article 4(1))

Under customary international law the general staff and individual field commanders of invading and occupying forces have an established responsibility not merely to refrain from unlawful acts (`respect') but to ensure adequate military and/or civil police etc. control over not only their own forces, but also irregular forces and civilians within the occupied territory so as also to `safeguard' (in the Hague Convention sense) both the lives and property of non-combatants. Indeed, in the current discussions about possible war crime cases in ex-Yugoslavia, the issue of field command and control over irregular forces and civilians in relation to the wilful destruction of property is seen as an important issue. It therefore seems reasonable to require attacking and occupying forces not merely to `respect' but also to `safeguard' positively cultural property in so far as this is practicable. However, despite much discussion and counter-argument at the 1954 Hague Conference all of these obligations were qualified by the retention of the long-established, but by then already controversial, doctrine of `military necessity' for the benefit of both the attacking and defending powers: "The obligations mentioned in paragraph 1 of the present Article may be waived only in cases where military necessity imperatively requires such a waiver." (Article 4 (2))

Few topics in relation to the humanitarian laws of war have attracted more comment and discussion than the exception for `military necessity', and the limitations that international law places on this. It is generally accepted that the doctrine of `military necessity' by no means gives unlimited and unrestrained power to either attacking or defending forces. However, the moment that the enemy uses an otherwise protected monument or other feature for a military purpose, or indeed places any form of the `apparatus of war' (in the widest sense) in proximity to a protected place, it immediately loses its protection under the 1954 Convention, and only regains protection when the military use ends. If this is not done, then no matter how important the feature, it becomes a legitimate military target.

The general requirement of `respect' (subject of course to imperative `military necessity') was further clarified by two further clauses in the 1954 Convention requiring effective measures against theft and pillage, and prohibiting reprisals against cultural property, respectively: " 3. The High Contracting Parties further undertake to prohibit, prevent and, if necessary, put a stop to any form of theft, pillage or misappropriation of, and any acts of vandalism directed against, cultural property. They shall refrain from requisitioning movable cultural property situated in the territory of another High Contracting Party. 4. They shall refrain from any act directed by way of reprisals against cultural property." (Article 4)

There is also an express prohibition of reprisals or otherwise prohibited acts whereby, even if another High Contracting Party fails to comply with the Convention, counter-action is still not allowed: "5. No High Contracting Party may evade the obligations incumbent upon it under the present Article, in respect of another High Contracting Party, by reason of the fact that the latter has not applied the measures of safeguard referred to in Article 3." (Article 4)

Other important obligations accepted by the States Parties to the 1954 Convention are the provisions relating to Occupation. These require any Contracting State in occupation of all or part of the territory of another Party to support so far as possible the established structure of cultural property protection in the occupied lands. However, should the competent national authorities be unable to handle the tasks the occupying power itself must `take the most necessary measures of preservation' (Article 5). This is followed by a rather obscurely worded provision that: "Any High Contracting Party whose government is considered their legitimate government by members of a resistance movement, shall, if possible, draw their attention to the obligation to comply with those provisions of the Convention dealing with respect for cultural property." (Article 5)

The other fundamental concept of the Convention is the obligation of States Parties in respect of peacetime preparation for the protection of cultural property, defined as `safeguarding': "The High Contracting Parties undertake to prepare in time of peace for the safeguarding of cultural property situated within their own territory against the foreseeable effects of an armed conflict, by taking such measures as they consider appropriate. " (Article 3).

Chapter I of the Convention concludes with important provisions requiring the peacetime training of the armed forces: "1. The High Contracting Parties undertake to introduce in time of peace into their military regulations or instructions such provisions as may ensure observance of the present Convention, and to foster in the members of their armed forces a spirit of respect for the culture and cultural property of all peoples. 2. The High Contracting Parties undertake to plan or establish in peace-time, within their armed forces, services or specialist personnel whose purpose will be to secure respect for cultural property and to co-operate with the civilian authorities responsible for safeguarding it." (Article 7)

Chapter II (Articles 8-11) of the 1954 Hague Convention introduces and regulates the concept of `Special Protection'. Under this UNESCO, after consulting all High Contracting Parties may place on a special list at the request of the state concerned, a limited number of temporary refuges or shelters for movable cultural property, and also `centres containing monuments and other immovable property of very great importance', subject to the defending State being both able and willing to demilitarize the location and its surroundings.

Chapter III provides protection and immunity, modelled closely on that granted to ambulances under the Hague and Geneva Conventions, for official transport used in both internal and international transfers of cultural property, subject to prior authorization and international supervision of the movement (1954 Convention Articles 12-14; Regulations Articles 17–19).

Chapters IV-VII cover a wide range of provisions requiring belligerents to provide for the protection of authorized personnel engaged in the protection of cultural property (Article 16), details relating to the use of the official emblem of Hague Convention (a blue and white shield), and issues relating to the interpretation and application of the Convention (Articles 15-18). Again all of these are closely modelled on parallel provisions relating to humanitarian protection found in the 1949 Geneva Conventions.

Of particular, and growing, importance was the decision of the 1954 Intergovernmental Conference to follow Common Article 3 of the 1949 Geneva Conventions, and extend the protection of cultural property beyond the traditional definition of `war' into the difficult area of internal armed conflicts, such as civil wars, `liberation' wars and armed independence campaigns, and – probably – to major armed terrorist campaigns: "1. In the event of an armed conflict not of an international character occurring within the territory of one of the High Contracting Parties, each party to the conflict shall be bound to apply, as a minimum, the provisions of the present Convention which relate to respect for cultural property. 2. The parties to the conflict shall endeavour to bring into force, by means of special agreements, all or part of the other provisions of the present Convention. 3. The United Nations Educational, Scientific and Cultural Organization may offer its services to the parties to the conflict. 4. The application of the preceding provisions shall not affect the legal status of the parties to the conflict." (Article 19)

In the years since the adoption of the 1954 Convention non-international armed conflicts, particularly those relating to internal strife along national, regional, ethnic, linguistic or religious lines, have become an increasingly common feature of the world order and in losses of monuments, museums, libraries and other cultural repositories. A cynic might argue that possibly the exploding 'heritage' movement that has

developed in almost all parts of the world in the past half-century has done far too good a job in promoting the understanding of the cultural heritage, including museums, monuments, sites, archives and libraries, and in particular in presenting these as proud symbols of the cultural, religious or ethnic identity of nations, peoples and communities. Whatever the reason, it is clear that the period since the end of World War Two has seen deliberate iconoclastic attacks on, and destruction of, cultural heritage symbols unprecedented in modern times, more reminiscent of the religious conflicts of the Crusades, the Protestant revolution and religious wars of the sixteenth and seventeenth centuries.
So far as dissemination of the 1954 Convention is concerned, the High Contracting Parties undertake to do so widely within their countries, certainly among the military, and if possible to the civilian population (Article 25), to communicate their national translations (beyond the French, English, Russian and Spanish texts of the 1954 Hague Conference) to other Parties (through UNESCO), and to submit periodic reports to UNESCO at least once every four years on the measures being taken to implement the Convention (Article 26). In fact it is evident that only a small minority of High Contracting Parties have made serious efforts to disseminate knowledge of the Convention more widely within their countries, and the same is true of the submission of the required periodic reports (Boylan 1993: 43, 89-90, 199-200).

Bearing in mind the importance of measures for enforcement, and indeed the Nuremberg War Crimes Tribunal rulings, the provisions for enforcement action and sanctions were remarkably weak and rather vague: "The High Contracting Parties undertake to take. within the framework of their ordinary criminal jurisdiction. all necessary steps to prosecute and impose penal or disciplinary sanctions upon those persons. of whatever nationality, who commit or order to be committed a breach of the present Convention." (Article 28)

The concluding Articles of the Convention dealt with a range of mainly technical legal issues, including a provision permitting the application of the Convention to colonies and other dependent territories, formalizing the relationship of the new Convention to existing general laws of war, and provisions relating to both individual denunciation by a High Contracting Party and for inter-governmental revision of the Convention and Regulations (Articles 28-40).

The 1954 Hague Regulations, which form an integral part of the Convention, set out first (Chapter I, Articles 1-10) the practical procedures to be followed in relation to the compiling by the Director-General of UNESCO of an international list of persons qualified to carry out the functions of Commissioners-General, and procedures to be followed in the event of armed conflict, including the arrangements for the appointment of cultural representatives, Commissioners-General and the responsibilities of the Protecting Powers (appointed in accordance with the Hague 1907 and Geneva 1949 principles).

The second part (Chapter II, Articles 11-16) of the Regulations deals with the practical arrangements and procedures for the granting and registration of `Special Protection', including the notification of all proposals to every High Contracting Party and arrangements for the submitting of objections and for eventual arbitration on these if necessary, as well as provisions for the cancelling of `Special Protection' where appropriate.

Chapter III of the Regulations (Articles 17-19) sets out in some detail the procedures for the transport of movable cultural property to a place of safety (possibly abroad) for protection, with the approval of the neutral Commissioner-General overseeing cultural heritage matters during the conflict; while the final part, Chapter IV, regulates the use of the Official Emblem and the identity cards and other identifying markers of persons duly authorized to undertake official duties in relation to the implementation of the Convention (Articles 20 - 21).

At a comparatively late stage in the 1954 Hague Conference proceedings it became clear that there was an irreconcilable split. The majority of Delegations wanted to include in the new Convention binding controls over transfers of movable cultural property within war zones and occupied territories. However, a number of countries argued strongly against this position, arguing variously that such measures would either damage the international art and antiquities trade, interfere with private property rights within their countries or, in most cases, both.

The final compromise over these objections was to separate out such measures into a separate legal instrument: the Protocol for the Protection of Cultural Property in the Event of Armed Conflict (now known as the First Protocol following the March 1999 Diplomatic Conference to update the Convention – see below). The 1954 Protocol has two unambiguous purposes. First, a State Party to the Protocol undertakes to take active measures to prevent all exports of movable cultural property as defined in the Hague Convention from any territory which it may occupy during an armed conflict. Second, all High Contracting Parties undertake to seize and hold to the end of hostilities any cultural property from war zones which has been exported in contravention of the first principle of the Protocol. In marked contrast with the position taken by the United States and Soviet Union at the Berlin (Potsdam) Conference of July–August 1945, less than a decade earlier, the Protocol also provides that such cultural property shall never be retained after the end of hostilities as war reparations.

The 1954 Intergovernmental Conference was attended by official delegates of a majority of the Sovereign States in membership of the United Nations at that date, and most participating States signed the Final Act over the following months. However the number of States that formally ratified the Convention and Protocol was disappointing. Forty years on from the adoption of the 1954 Hague Convention 82 countries (less than half of the United Nations member states) had become parties to the Convention itself, and of these 14 had accepted only the main Convention, while rejecting the additional protection offered to movable cultural property by the Protocol. Thanks to a major effort by UNESCO, the situation has improved considerably over recent years, though there are still substantial gaps. In particular, few African or Latin American countries have adopted the 1954 Convention, while the failure of three of the five permanent members of the UN Security Council – China, United Kingdom and United States – to ratify the Convention undoubtedly greatly weakens its authority and effectiveness.

Those drafting the 1954 Convention probably envisaged war in terms of well-defined international conflicts between structured and well-disciplined military commands on the pattern of the two World Wars. However, even in historic terms, this was probably a mistake: more than half of all the armed conflicts resulting in fatalities that occurred between 1820 and 1945 were mainly internal rather than external conflicts, or mixed conflicts, and certainly, the great majority of the perhaps almost two hundred armed conflicts that have occurred in the world since 1954 have been sub-conventional and guerrilla wars. Even in the case of more organized and centrally directed military operations involving States or territory subject to the 1954 Hague Convention and Protocol, only rarely were its principles and detailed terms honoured by all parties during conflicts and subsequent occupations, including those affecting many regions of great cultural heritage.

There were, however, some important advances in the protection of cultural property more generally during the 1970s and subsequently. For example, following long and difficult negotiations the 1970 General Conference of UNESCO adopted the *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property* (UNESCO 1985), which aimed to outlaw the widespread trafficking in both smuggled and stolen works of art and other cultural property. Two years later UNESCO adopted the *World Heritage Convention* (1972), which provided for the designation of sites and zones of pre-eminent world importance as `World Heritage Sites'. This Convention covers both cultural and, for the first time, natural sites, which included the important provision that States Parties to it must actively promote respect for the national and international patrimony throughout the population, and to establish and maintain adequate systems and organizational structures for the necessary practical measures.

Public concern and horror mounted over the events in disintegrating Yugoslavia from late 1990 onwards, particularly the extended sieges and bombardments of Vukovar and the World Heritage city of Dubrovnik, both in Croatia, and then of the historic centres of Sarajevo and Mostar (among many other places) in Bosnia Herzegovina. By this time UNESCO and a number of key member governments had already turned their attention to apparent ineffectiveness of the 1954 Hague Convention, and had decided to embark upon a major review of the treaty. The government of The Netherlands offered UNESCO additional funds out of the Dutch budget for projects supporting the United Nation's International Decade of International Law, 1990–99 to supplement UNESCO's own budget for work on the Hague Convention, and using these funds in September 1992 UNESCO asked me if I would carry out such a review of the 1954 Hague Convention, Regulations and Protocol, not so much from the strictly legal standpoint, but to try to identify the practical reasons for its apparent ineffectiveness in so many cases.

My report was considered first in draft form at a meeting of experts from nineteen countries held in the Ministry of Foreign Affairs, The Hague, in June 1993, where the total of more than 40 recommendations addressed to governments, UNESCO, the United Nations and non-governmental organizations were reviewed. The finalized version of the Report in both English and French editions was presented to the autumn meeting of the UNESCO Executive Board, which agreed to its publication and widespread distribution free of charge (Boylan 1993). It was also agreed to invite all States Parties to the 1954 Convention to a formal meeting of States during the next UNESCO General Conference to discuss the issues raised, and to redouble UNESCO's efforts to persuade more States to adopt the 1954 Convention and Protocol, and all countries that had not ratified or otherwise adopted them to do so without further delay, a move to which there was a moderately encouraging response.

In the same year, discussions were initiated by Dr Leo Van Nispen on behalf of the International Council on Monuments and Sites (ICOMOS) on the establishment of a kind of 'Red Cross' for the Cultural Heritage, proposing the title 'International Committee of the Blue Shield' – the official symbol of cultural heritage protection under the 1954 Hague Convention being a blue and white shield. After initial meetings and seminars involving monuments and sites and museum and gallery specialists and organizations, particularly ICOMOS and the International Council of Museums (ICOM), Blue Shield (ICBS) was broadened to bring in the UNESCO-recognized bodies for the other two areas of cultural property protected by the Hague Convention; the International Council of Archives (ICA) and the International Federation of Library Associations and Institutions (IFLA). The ICBS was finally formally constituted as a standing emergency co-ordination and response committee of the four non-governmental organizations in 1996, with the two specially relevant inter-governmental organizations, UNESCO and the International Centre For Conservation, Rome, (ICCROM), as the closest possible partners and as permanent observers at all ICBS meetings. Following this there have been a growing number of moves to parallel the rapidly emerging co-operation and solidarity between the four ICBS professional bodies at the international level by the development of national Blue Shield organizations, beginning with Belgium and Canada.

After two preliminary meetings of experts in 1993 and 1994, during the 1995 biennial General Conference of UNESCO, a meeting of States Parties to the 1954 Hague Convention was convened, with all other member States of UNESCO and the UN (plus representatives of key non-governmental organizations) invited to attend as observers. This meeting supported the moves towards some kind of updating of the Convention, as recommended in my 1993 Report and by the two expert meetings, either by the revision of the Convention itself, or by the adoption of a new International Instrument linked to it, such as an Additional Protocol, under the international law of treaties. This in turn was followed by a further experts' drafting meeting hosted by the government of Austria and then a further meeting of States Parties and observers during the next UNESCO General Conference in 1997.

In the course of the latter meeting the Government of The Netherlands formally announced that it intended to invite all UNESCO and UN member states to a formal Diplomatic Conference in The Hague to review and, if felt fit, revise or supplement the 1954 Hague Convention, as a further contribution to the World Decade of International Law. After some slippage in the Netherlands' provisional timetable due to delays in completing the negotiations for the establishment of a Permanent International Criminal Court, finally agreed by a Diplomatic Conference in Rome in May–June 1998, invitations were issued in late 1998 by the Dutch Minister of Foreign Affairs calling a two week Diplomatic Conference to revise or supplement the 1954 Hague Convention.

This Conference opened on 15 March 1999 in the Congress Centre, The Hague. This was a specially significant, even symbolic, location, being just a short distance from the Peace Palace where the original 1954 Convention had been drawn up, and on the same city block as the Courts of the International Criminal Tribunal for Yugoslavia, where criminal trials of men accused of both humanitarian and cultural war crimes were taking place. The 84 national delegations participating were made up of more than 300 diplomats and legal, military and cultural experts, and there were also representatives from both inter-governmental and non-governmental international organizations, including the International Committee of the Red Cross. The Conference Secretariat was provided by UNESCO's Division of Cultural Heritage, with much support from the Dutch Ministry of Foreign Affairs.

Also officially accredited to the Conference were the four leading UNESCO-linked international non-governmental organizations: the International Council on Archives (ICA) the International Federation of Library Associations and Institutions (IFLA), the International Council of Museums (ICOM) and the International Council on Monuments and Sites (ICOMOS), through a joint delegation under the auspices of the International Committee of the Blue Shield (ICBS). This delegation was led by myself, and supported from time to time by Manus Brinkman, Secretary-General of ICOM, and Mme Marie-Thèrese Varlamoff, the IFLA representative on the ICBS.

After two gruelling weeks, 15–26 March 1999, during which things often looked very bleak because of deep-seated differences between States, it was decided to adopt a new supplementary legal instrument to the 1954 Hague *Convention on the Protection of Cultural Property in the Event of Armed Conflict*, in the form of an Additional Protocol, named the Second Protocol (the original 1954 Protocol being renamed the First Protocol). The new measure was formally adopted by unanimous consensus of the Conference on the evening of Friday 26 March, with the Heads of all national Delegations taking part in the Diplomatic Conference signing the formal 'Final Act' (Boylan1999). However, this does not automatically commit any State then to proceed to sign and ratify the new treaty itself. National legislative and other legal procedures vary considerably from country to country, and usually require often prolonged consideration at the political level (and in this case consideration of the military aspects also) and, in most cases, major new primary legislation at the national level.

The new Protocol represents much the greatest advance in international cultural protection measures for decades – certainly since the 1972 World Heritage Convention, and probably since the original 1954 Hague Convention. It is also the most substantial development in the general field of International Humanitarian Law since the drawing up of the Geneva Convention Additional Protocols of 1977.

After the necessary preamble and definitions in Chapter 1, the new Chapter 2 greatly clarifies and amplifies the provisions of Hague 1954 in respect of 'protection' in general. There are now much clearer explanations of, for example, the very limited cases in which 'imperative military necessity' can be claimed in order to allow an attack on cultural property – in effect substantially reducing the possible use of this, (a long-standing problem dating back to the original 1899 and 1907 Hague Laws of War). The obligations of States in relation to peacetime preparation and training have also been clarified and expanded, giving amongst many other things a major emphasis on the obligation to develop adequate

421

inventories and catalogues of both monuments and sites and museum collections. The Chapter also clarifies (and limits very considerably) what an occupying power may do in relation to cultural property within occupied territories, placing very narrow limits on archaeological excavations and the alteration or change of use of cultural property, and requiring the occupying power to prohibit and prevent all illicit export, removal or change of ownership of cultural property.

Chapter 3 creates a new category of 'Exceptional Protection' for the most important sites, monuments and institutions. This will be an international designation publicised in advance (rather along the lines of the World Heritage List under the 1972 *World Heritage Convention*). The detailed provisions restrict even further than the new Chapter 2 provisions the 1954 'Imperative Military Necessity' exemption: even in the case of gross misuse by the enemy, it will be lawful to attack or retaliate only if the cultural property is currently being actually used in direct support of the fighting etc., and even then there must be no reasonable alternative. Further, any military response must always be proportionate to the risk and strictly limited in both nature and time.

One of the two areas in which there is a very major advance in international humanitarian law and international criminal law is the new Chapter 4. This establishes a range of five new explicit crimes in relation to breaches of cultural protection and respect contrary to either the original 1954 Convention, the First Protocol, or the cultural protection provisions of the 1977 Additional Geneva Protocols. States adopting the 1999 Protocol will have to legislate for these and in normal cases will be expected to prosecute such crimes in their normal civilian or military courts. However, there is also provision for universal international jurisdiction – giving the possibility of criminal prosecution anywhere else in the world, at least within a State Party to the Second Protocol, and the most serious new crimes will be extraditable. (These provisions, perhaps above all others, will require major new legislation at the national level in the case of each country adopting it, and for this reason alone the process of ratification will inevitably be a relatively slow one.)

Chapter 5 deals with non-international conflicts, such as civil wars and internal 'liberation' conflicts, and aims to clarify and strengthen considerably the Hague 1954 provisions, which above all others been consistently ignored by rebel and other irregular forces, as well as by the defending national forces at times. The 'cultural war crimes' provisions (including universal international jurisdiction) of Chapter 4 will apply unambiguously to such conflicts in future.

The other major advance and significant innovation is Chapter 6, which establishes for the first time permanent institutional arrangements in respect of the application of the 1954 Convention. There will be two-yearly meetings of the States Parties (compared with a 22 year gap between the 1973 and 1995 meetings!), and the States will elect a twelve member 'Committee for the protection of cultural property in the event of armed conflict' which will meet at least once a year, and more frequently in cases of urgency. The Committee will have a duty to monitor and promote generally, and consider applications for both 'Exceptional Protection' and financial assistance from a (voluntary contributions) Fund to be established under the Protocol.

For the first time there will be a clear role for 'civil society' – represented by the non-governmental sector – within the Hague Convention system. The International Committee of the Blue Shield (by name) and its constituent 'eminent professional organizations' (i.e. the four UNESCO-recognized world NGOs for archives–ICA, libraries–IFLA, monuments and sites–ICOMOS and museums–ICOM), together with ICCROM and the International Committee of the Red Cross, will have important standing advisory roles in relation to the Committee and the regular meetings of States Parties. They will also be consulted on proposals such as the new 'Exceptional will have Protection' designation under Chapter 3, and an advisory role in the implementation of the new Second Protocol Committee and its work at all levels, (paralleling directly the official role that ICOMOS and ICCROM have had under the World Heritage Convention since 1972).

Chapter 7 strengthens the 1954 provision in relation to information, training etc. about the Convention, Protocols and general principles of cultural protection. There is now a call for States to raise awareness among the general public and within the education system, not just among military personnel and cultural sector officials, as in the 1954 text. (This important development had to be non-binding in the final text because of the large number of federated States where the central government no longer controls or influences directly the school curriculum – though there remains a further important recognition of the importance and role attached to 'civil society' and public opinion nevertheless).

As indicated above, with highly important constitutional issues to be addressed at the national level, such as the further extension of the principle of international jurisdiction for the most serious of the new, explicitly designated, war crimes, it will take a significant length of time for each country to go through the process of first gaining national government approval for the principles of the Second Protocol, and then legislating to bring it into effect. Further, the Protocol will only come into effect when at least twenty States have deposited formal instruments of ratification with the Director-General of UNESCO – a process that will clearly take several years. It was however, encouraging to see that by Monday 17 May 1999, during the week of celebrations to mark the 100th anniversary of the 1899 Hague Peace Conference and Convention, and less than two months after the Diplomatic Conference, and now (June 2002) 44 States are signatories and 12 (or the required minimum of 20 to bring it into force) have formally ratified the Second Protocol, so there is every reason to hope that the new Hague Convention regime will be operating by the time of the Convention's 50th anniversary in 2004.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 093-099-E
Division Number: 0
Professional Group: Preservation and Conservation (PAC)
Joint Meeting with: -
Meeting Number: 99
Simultaneous Interpretation: -

The Blue Shield : symbol of cultural heritage protection

George Mackenzie
National Archives of Scotland
Edinburgh, UK

Our vision is that in time the Blue Shield symbol should become for cultural heritage protection what the Red Cross is for humanitarian protection

The Blue Shield is the symbol specified in the 1954 Hague Convention for marking cultural sites to give them protection from attack in the event of armed conflict. It is also the name of an international committee set up in 1996 to work to protect the world's cultural heritage threatened by wars and natural disasters.

The International Committee of the Blue Shield (ICBS) brings together the knowledge, experience and international networks of four expert organisations: the International Council on Archives (ICA), the International Council of Museums (ICOM) the International Council on Monuments and Sites (ICOMOS) and the International Federation of Library Associations and Institutions (IFLA). These represent an unrivalled body of expertise to advise and assist in responding to events such as war in former Yugoslavia or Afghanistan, hurricane damage in Central America or earthquakes in the Far East. ICBS is international, independent and professional.

The ICBS works for the protection of the world's cultural heritage, in particular by:

- encouraging safeguarding and respect for cultural property and promoting risk preparedness;
- training experts at national and regional level to prevent, control and recover from disasters;

- facilitating international responses to threats or emergencies threatening cultural property;

- co-operating with other bodies including UNESCO, the International Centre for the Study of the preservation and Restoration of Cultural Property (ICCROM) and the International Committee of the Red Cross (ICRC).

Radenci Declaration

A seminar was held in Radenci, Slovenia, in November 1998, to train personnel to intervene following armed conflict or natural disasters. Participants from 12 countries, drawn from museums, archives, libraries and historic buildings, spent a week discussing strategies and tactics for dealing with disasters. Case studies on war damage in Bosnia and Croatia, flood damage in Poland, earthquake damage in Italy, together with the experiences of Dutch and Swedish military personnel, including a former UN commander in Bosnia, provided the raw material for the seminar, which was targeted at personnel in eastern and southern Europe.

The seminar drafted a joint statement, to be known as the Radenci Declaration calling for:

- the protection, safeguard and respect of cultural property - in both normal and exceptional situations - to be included in national policies and programmes;
- strategies to assess and reduce risk and to improve response capacity in the event of threat to cultural property to be developed;
- institutions caring for the cultural heritage, to integrate risk preparedness and management within their activities.

New Protocol to Hague Convention

The ICBS has actively worked for the revision of the 1954 Hague Convention for protecting cultural heritage in armed conflict, believing that the preservation of cultural property is of great importance for all peoples of the world. ICBS welcomes the new Protocol agreed in The Hague in 1999, which gives clearer and increased protection, and extends the ability to prosecute those who breach it.

The new Protocol also established an inter-governmental committee of states to monitor and review the operation of the Convention. UNESCO is responsible for organising the committee. The ICBS, together with the ICRC and ICCROM, is given a specific advisory role to this new committee. The recognition of ICBS in the new Protocol is unprecedented, and adds weight to its work in national and international circles. ICBS regularly surveys the world's trouble spots for cultural heritage and identifies areas for co-operation, in conjunction with the other international bodies.

To Mark or not to Mark?

One question arises frequently in discussion: does using the Blue Shield symbol help to protect the building or site, or does it, as some recent experience indicates, mark it out as a target for hostile forces? Whilst recognising the danger, the ICBS is strongly in favour of marking, since without it the full protection of international law will not be available to cultural sites and their contents. After all, the Red Cross symbol has on occasions been attacked in 20 century conflicts, yet there is no suggestion that it should not be used.

National Blue Shield Committees

It is vital that the international initiative is taken up and supported by local initiatives. Blue Shield Committees have already been formed in a number of countries including Belgium, France, the Netherlands, Poland and the United Kingdom.

ICBS works to encourage the formation of other national Blue Shield committees, drawing in the different cultural heritage organisations and institutions. To facilitate this, ICBS has established a series of principles which all national committees must respect. The first is that the different organisations should support joint actions with each other, which will increase their effectiveness and avoid duplication of effort. Second, each of the organisations represented on the committee must respect the independence of the others. Third, the committee must remain neutral, avoiding political controversy, and also maintaining balance between the interests of the different organisations. Fourth, the committee must uphold the highest professional standards, including mutual respect for the professional values of other members. Fifth, the committee must respect the diversity of cultural identify. Sixth, the committee must always work on a not for profit basis.

National committees can multiply effectiveness by bringing together the different professions, local and national government, the emergency services and the armed forces. They can provide a forum to improve emergency preparedness by sharing experiences and exchanging information. They can provide a focus for raising national awareness of the threats to cultural heritage. They can also promote the ratification and implementation by national governments of the Hague Convention and associated Protocols.

The great strength of Blue Shield is that it is cross-sectoral, bringing together professions and institutions across the cultural spectrum. By pooling their expertise, and drawing in military authorities and emergency services, the Blue Shield offers a powerful model for managing disaster risks at a national level.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**104-101-E**
Division Number:	
Professional Group:	**IFLA Anniversary - Plenary Session I**
Joint Meeting with:	**-**
Meeting Number:	**101**
Simultaneous Interpretation:	**Yes**

The Dutch Tea Party of IFLA in the Seventies - A quick flash back of forty five years before the Dutch Tea Party

Herman Liebaers
Honorary President of IFLA
Brussels, Belgium

The best way to start this paper seems to me to quote a paragraph from the opening speech of President Christine Deschamps at the 66th IFLA Council and General Conference, Cogeco, in 2000 in Jerusalem, of all places, just before a new outburst of violence in the conflict between Palestinians and Israelis.

"Organisations, like individuals, grow old (I add "and could die", with FID in mind). They also need, at regular intervals, a facelift, a new garb, a complete rejuvenation. That which was quite suitable in the 1970 s is no longer appropriate to the year 2000 and the development of IFLA's membership requires better representation, a broader management structure, a better supported and stronger executive. We hope that the new structures will be more appropriate to you."

They certainly do to someone who has the feeling that his team and he did exactly the same in the seventies. I invite the readers to look carefully at the following names : Sir Frank Francis (U.K.), president 1963-69, Allersjev Jensen (Norway), Estrid Bjerregaard (Denmak), Anthony Thompson (U.K.), Herman Liebaers (Belgium), president 1969-74, Margarita Ivanovna Rudomino (U.S.S.R.), Joachim Wieder (West Germany), Foster Mohrhardt and Preben Kirkegaard, president 1974-79. All three presidents have in common that they served during the cold War.

A good mixture of the old and the new guard. Among the first one an excellent Scandinavian influence can be noted. The successive secretaries general are Joachim Wieder and Anthony Thompson - who would coin the phrase The Dutch Tea Party - while the incoming secretary general, Margreet Wijnstroom, was not yet appointed in 1970.

In retrospect I discover that the present lecture is a direct sequel to the one I gave in 1998 at the 64th Cogeco in Amsterdam, entitled IFLA Thirty Years Ago : The Dramatic 34th Council and General Conference in Frankfurt am Main in 1968. I recall the facts. While IFLA was in session the Forces of the Warsaw Pact invaded Czechoslovakia, President Sir Frank Francis, I, president elect, and the local organizer H.P. Geh managed the keep the Soviet and Czechoslovakian delegations in Frankfurt and at the closing session an overwhelming majority decided to defer the planned Cogeco in Moscow. On the spot Preben Kirkegaard decided to invite the Cogeco to Copenhagen. As a result I was elected president in the Danish capital and my first Cogeco was Moscow, also the first iin the U.S.S.R. Preben's decision saved IFLA in a very critical moment.

The core of this paper will be another Cold War issue, but of a completely different nature. However I shall stick to a chronological order of the initiatives of the seventies and meet my major problem early in my presidency.

As an introduction I would comment briefly on the 1970 Moscow Cogeco. I was not scared by the idea to start my experience as president in the capital of the U.S.S.R., because I knew Margarita Ivanovna Rudomino, the director of the All Union Library of Foreign Literature, since 1959. I think the occasion was a Unesco meeting in Brussels on the International Exchange of Publications. Anyhow the Cogeco went rather smoothly. At the time all soviet citizens were proud of their Sputnik. The more so that it came quite soon apparent that all research papers had been published in Soviet appropriate journals.

In 1970 it was a normal formality to invite a representative of FID and of the International Council on Archives to say a few words at the Opening Session.

Meanwhile I quote from my Presidential Address : "From an institutional point of view the difference between IFLA/FID is easy to make : the thousands and thousands of small public libraries, spread all over the world or still not yet extant in many parts of the world fall outside the scope of FID while they are of paramount interest to IFLA. I would like to go on record as having said that a tiny little library in rural Africa, Asia or Latin America represents as much for the development of mankind as a sophisticated computer-based special library in a rich industrial city." Today I would simply say : "FID was problem oriented, IFLA institutionally minded." Today also the demise of FID, soon after it celebrated its hundredth anniversary, should be noted, I am thinking about our 75th anniversary. Very tentatively my conclusion would be : IFLA has been saved by the Council on Library Resources, CLR, FID was technically by-passed by CLR. All that happened in the seventies.

As soon as the grant from CLR was signed, the appointment of a full time secretary general could be considered and the Executive Board had unanimously decided that it would be Margreet Wijnstroom. I knew her personally very well, because bilateral cooperation between Dutch and Belgian - actually Flemish - library associations and individual librarians had become a routine matter.

The grant from CLR provided the payment of the secretary general's salary and that of a secretary during three years. The negotiations with CLR had been conducted by Foster Mohrhardt and Bob Vosper, both consecutive vice-presidents of IFLA. Jim Haas, president of CLR, has given the details of various grants to IFLA over the years in the Margreet Wijnstroom issue of IFLA Journal, published on the occasion of her retirement.[1]

Without being appointed Margreet Wijnstroom had already assisted IFLA in various secretarial capacities, backed by the Dutch Association of Librarians. One of her first initiatives was to circulate a modestly mimeographed IFLA News out of which would grow our current IFLA Journal, the first issue of which would only appear just before the Cogeco in Washington, DC in 1974, when I retired as president.

Wim Koops and Klaus Saur had started already their IFLA Publications series in 1972. It is not easy to explain these lost two years for IFLA Journal. As stated in the introduction to this paper the good influence of able Scandinavian, internationally minded librarians, the kindness of the underpaid part-time secretary general Anthony Thompson, and the publication of their professional journal LIBRI were an important asset of IFLA. This is the good half of the story, but the full story needs another less glorious half of which the main actor was Foster Mohrhardt.

---

[1] *IFLA Journal*, 1987, 5/6.

He decided to pay a visit to Sevenoaks, near London, where Anthony Thompson lived and to have a look at his habitat. When he came back I listened to his conclusion : "Tony is a highly educated gentleman-librarian who lives surrounded by beautiful and important books, but I am afraid he does not know how a modern public library looks like. Moreover he is a marvellous polyglot, which we all knew thanks to his performances at each closing sessions of Cogeco, adapting himself to whatever language of the country where IFLA was meeting."

I invite the readers again to look at the following list of names attending a board meeting in Brussels, on December 11, 1969. It gives a good blend of the outgoing guard, with the old leader Gösta Ottervik, who deserves IFLA's appreciation, and the new officers led by Foster Mohrhardt : Estrid Bjerregaard (Denmark), Gösta Ottervik (Sweden), president Herman Liebaers (Belgium),1969-1974, Margreet Wijnstroom (Netherlands), Rudolf Malek (Czechoslovakia), Anthony Thompson (U.K.), Secretary General, Foster Mohrhardt (U.S.A.), Joachim Wieder (Germany), Former Secretary General, Maurice. Piquard (France), president Preben Kirkegaad (Denmark), Allersjev Jensen (Norway), president Sir Frank Francis. I repeat : all three presidents have in common that they all served during the Cold War.

As a kind of farewell, I recall the impression of quality the Cogeco of 1960 in Lund and Malmö left in me.

My answer to Foster's report will close the story of this rather original transition from the old to the new secretariat of IFLA. It was customary for the Executive Board to meet at the British Museum. When Sir Frank was president and Anthony Thompson his devoted secretary. Last time we met in London Anthony had made as usually a reservation in a Bloomsbury hotel near the British Museum, when the oversea's members of the Executive Board, of which I was one, arrived at the address of the hotel, we found a deep hole in the ground and an inscription that the old hotel was being renovated. I still wonder which language Tony used to book our rooms... So, from distinguished amateurism to efficient professionalism.

In Mostly in the Line of Duty[2] I commented on that transition from old to new in other words. That was more than twenty years ago and I quote : "I hope that my predecessor [Sir Frank Francis] agrees with me that together we cover a transition period in the development of IFLA. He inherited what I would call a "Bourgeois Club" not referring to the social status of the directors of national libraries but to Pierre Bourgeois who was for many years president (the longest term of any president) and former director of the Swiss National Library at Bern. After his death I published an obituary and some Swiss librarians protested against the profile I had drawn. In retrospect I think they were right, but at the time I was so full of the new IFLA matters that I failed to see that the weaknesses of Pierre Bourgeois caught my attention too much and his qualities too little. The IFLA I received from Sir Frank had still a number of Bourgeois features, in fact the IFLA I handed over to Preben Kirkegård still had too many. I am however nolonger sure, as I was during my presidency, that we had to eradicate them drastically."

1. The Appointment of a Full Time Secretary General in 1971

As soon as Margreet was appointed Secretary General the Dutch Tea Party ceased to be a virtual entity to become an effective one in the most natural way. Both Wim Koops and Cees Reedijk were already involved, respectively in the Publication Committee and in the Programme Development Group. Wim Koops, librarian of the University of Groningen, had been a publisher before becoming a librarian. So, nothing was more logical that he became the publication officer of IFLA. Cees Reedijk, director of the Royal Library in The Hague, successor of Leendert Brummel, who wrote the first Medium Term Programme of IFLA, had the reputation of being a wise man, who was an ideal negotiator to bridge conflicting arguments. Later an example will follow. In the shadow of Margreet, the prow figure, Dia appeared, who could not avoid to step from time to time out of the shadow and was accepted by everyone. I should not forget Milisa Coops, Dutch librarian of Unesco in Paris, who refused always to step out of the shadow, but who wrote in IFLA's First fifty Years the best and most useful 10 page chapter under the title the Evolution of Professional Activities and their Interplay with IFLA's structure. Milisa's own modesty induced me to forget that she acted as editor of IFLA Annual from 1972 onwards, when Verlag Dokumentation from München became IFLA's publisher. Up till 1971 the Scandinavian Library Centre, Copenhagen, was an outstanding publisher. The preface of the last volume pays a well deserved homage to Publication Officer, Dr. Gösta Ottervik.

---

[2] Mostly in the Line of Duty. Thirty Years with Books (The Hague, Boston, London, Martinus Nijhoff, 1980)

Finally there is me, a Belgian who refused Anthony Thompson's proposal to come and live in Brussels, when he was still part-time Secretary General. As my native tongue is Dutch and my Dutch friends considered me to be too Burgundian, I took the ideal middle way and decided to transfer the headquarters of IFLA from Sevenoaks to The Hague.

As soon as Margreet Wijnstroom was appointed, I could look towards the future of IFLA. It might be useful to recall that my introduction to international librarianship occurred in 1958 in Vienna, Maria Razumovsky edited this epoch-making meeting in Vienna (published by Unesco). All the European directors of national libraries stayed three weeks together. I being the youngest was appointed secretary, which I shared with Julien Cain's, the éminence grise, own secretary, Marie-Thérèse Kleindienst. It might be worthwhile to record that at the time the very notion of a national library was a rather new point on the agenda of professional organizations.

I had attended IFLA's Council and General Conferences since 1956, when I was appointed director of the Royal Library in Brussels. My first two meetings were in Munich and Paris. I was elected president of the Section of National and University Libraries in 1959 in Warsaw, with Maria Razumovsky as secretary. In Rome in 1964 I was co-opted as a board member and I became a vice-president in Helsinki in 1965, first vice-president in Toronto in 1967. During this IFLA "career" I had time to look at libraries around the world and when I was elected president in 1969 I had collected some ideas, the first one was to help library development in the Third World. I had some valuable field work experience in Manila, as Unesco expert.

Immediately after the Moscow meeting of 1970 I went to Unesco in Paris to ask funding of a pre-session seminar in Liverpool where IFLA would have its 37th Cogeco in 1971. My presidency coincided roughly with the years a Soviet staff-member, Oleg Mikhailov, was director of the Division of Libraries, Documentation and Archives of Unesco. I would have been a better president if that coincidence had not existed.

Like my predecessor and my successor I live, work and write according to Western values with words like freedom of expression., but my experience of the U.S.S.R. has helped me to understand that the Soviets lived, worked an wrote according their set of values and sometimes used the same words as we, but never in the same sense. "Democracy" is such a dangerous word.

After the Minister of Culture, Furtseva, had paid a visit to the Royal Library in Brussels, she invited me to come to Moscow and she insisted that it should be in winter time, which really belonged to the Russian soul. So the first winter visit that she invited me at a rather large luncheon party, where she arrived late and with tables full of zakouski which nobody touched, because the vodka would only appear in her wake. Then the first toast was to her oldest capitalistic friend and my answer was : "I am only a capitalist in the U.S.S.R., at home I am an underpaid civil servant." This became a game which was repeated several times. Later I added : "Madame, what you call the masses, we call it tax payers."

At a personal level one could go rather far that way. My friend Margarita Ivanovna, whom I fully trusted as a first Vice-President of IFLA, though I knew that she was a faithful party member, she was also a rich human being.

I have already referred to what Margreet did for IFLA before she was appointed Secretary General. Here I am not going to copy the four pages of her first report in the IFLA Annual 1971. I shall only quote the first sentence : "This report aims not so much at looking back as at looking forward". I am going to read only the sub-titles of her report. Under The position of the secretariat she nearly gives a whole page to cooperation with FID, which had already its headquarters in the Hague. With the financial assistance of the municipality of The Hague and the Ministry of Education both FID and IFLA could move under the same roof, as part of the Netherlands Congress Building.

Next sub-title : The role of sections and committees, with the help of the Programme Development Group and the Consultative Committee, the secretariat aims at good communications with Sections and Committees. She had already taken five steps to achieve the aim. "Perhaps the most spectacular development is a permanent secretariat of the IFLA Committee on cataloguing, presently located in the British Museum. For this purpose CLR has given a generous grant."

The Executive Board of Unesco refers to a Memorandum of the Executive Board published in IFLA News n° 35/36. Other points : FID , UNISIST and Unesco. Five contracts were signed in 1971. Next sub-titles : International Book Year 1972. It will be part of this paper. Publications. Has already been delt with in this paper. UBC is a priority item. Public Libraries. Revision of the Public Libraries Manifesto. The Programme Development Group. Here the only sub-title is : Membership.

The Report of Treasurer Preben Kirkegaard has four pages, but here only The structure of members' dues will be mentioned. I imagine that the transition of treasurer Pierre Bourgeois to Preben Kirkegaard could not be a normal one, from a former president of IFLA to a future president of IFLA. Most important however is that the new treasurer proposed a structured new system, that was approved by the Executive Board, discussed democratically with the membership and voted. This was a crucial decision in 1971 for the future of IFLA."

The Secretary General aims at a small secretariat with only managerial responsibility. The professional work will be carried out by the Sections and Committees and a large number of volunteers.

2. Developing Countries and the Unexpected Fiasco for IFLA

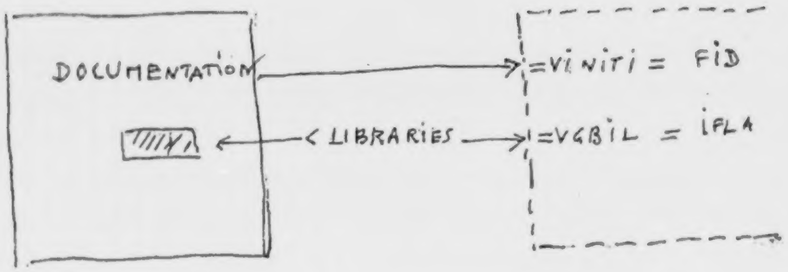
At the same time as Oleg Mikhailov, Julian Behrstorck was the Head of Book Promotion and he really was the key man of International Book Year 1972, IBY'72, which was actually a Soviet proposal at the General Assembly. Evidently I was forced to compare both Unesco officials. Julian was excellent in using the relative independence of NGO's like IFLA, when a GO like Unesco got stuck politically, due to the Cold War. Oleg, as a good Soviet citizen, did not even understand what an NGO meant. Officially Julian was an American citizen, but he considered himself as a Frenchman. It was easy to work with Julian, difficult with Oleg. All Unesco officials had to pledge an oath of loyalty towards the Organization. Julian did it convincingly as one of the first Americans living in Paris to join the Organization. Probably Oleg did the same convinced that there was no difference between loyalty to the Organization and to one's own country.

It all started in Oleg Mikhailov's Unesco Office in Paris in the spring of 1971 where this Soviet engineer was responsible for Libraries, Documentation and Archives. I had an appointment with him to ask him a grant to organize the first pre-session seminar for librarians from developing countries. This seminar was planned to take place as a satellite meeting before the 64th Cogeco session in Liverpool.

Oleg Mikhailov agreed rather readily on the amount I had asked in writing in advance. However he added unexpectedly that the following year he would give the same amount to FID.

I do not want to be unfair to a man I never understood, but with his smiling ignorance of the world outside the U.S.S.R., he constantly hurt me. I had no time to discuss the figure, but he started an explanation, in rather strange English, comparing FID and IFLA. He took a pencil and made a drawing like this one :

BEST COPY AVAILABLE



Before I could express my disagreement, he quoted VINITI and compared it with VGBIL. Fortunately I knew both U.S.S.R. organizations rather well. VINITI stands for the All Union Institute of Scientific and Technical Information and VGBIL the All Union State Library of Foreign Literature. He transferred automatically the U.S.S.R. situation to the international level and that meant VINITI = FID, VGBIL = IFLA.

I tried to explain to him that the equation was rather simplistic and that the powerful organization of VINITI benefited from the arms race, while libraries could only operate in peace time. The only way to escape from the Cold War was to put *the profession before politics.* I am not sure he understood me.

Mikhailov's mistake was to extrapolate the U.S.S.R. situation to the World at large. FID was a modern and powerful NGO, IFLA was poor and old fashioned. During my presidency, the president of FID was the German Helmut Arntz. We crossed swords on the four continents, both convinced that we were right. My main argument was that I had set up, in the Royal Belgian Library as soon as I was appointed director, a National Documentation Centre for Science and Technology.[3]

Unesco resolution 8 regarding apartheid and colonialism

During the last General Conference of Unesco, October-November 1970, a resolution was voted regarding the policy of the NGO's - IFLA is such a NGO - in South Africa, Rhodesia and territories under Portuguese rule. The reference of the text of the resolution is 16 C/108 Add and the essential section is as follows :

Noting that international non-governmental organizations which are associated with Unesco may play an important part in implementing the objectives of the Organization, including its policy of unremitting opposition to and elimination of colonialism and racialism; and noting further that some of these organizations have branches or affiliates in countries in which colonialism and racialism are practized.

Requests the Director-General to undertake investigations of all international non-governmental organizations enjoying relations with Unesco, which have branches, sections, affiliates or constituent parts in the countries mentioned above, with respect to the practice of racial discrimination or racial segregation in their policies, activities, or membership or their cooperation in any way with the apartheid policy of the

---

[3] In the first volume of my memoirs Mostly in the Line of Duty (The Hague, 1980) I refer in detail to my relations with Helmut Arntz, pp. 201-203. The setting up of the NDCST is dealt with on pp. 33-34.

BEST COPY AVAILABLE

Government of South Africa; and to report thereon to the Executive Board.

Calls upon the Executive Board to take the necessary measures, in the light of the Director-General's report, to cut off, as from 31 December 1971, all relations with those international non-governmental organizations, in respect of which it has not been established, to the satisfaction of the Executive Board, that their branches, sections, affiliates or constituent part in the countries mentioned above neither practise racial discrimination or segregation in their policies, their activities or in their membership, nor cooperate in any way with the Government of South Africa in the latter's apartheid policy.

Since the resolution was voted an exchange of letters took place between the President of the Permanent Committee of the NGO's and the Director-General of Unesco. The latter invited the NGO's, on 14 January to give information before 15 April on their situation in the countries mentioned above. At the Executive board of Unesco which met on 28 April - 14 May 1971, the Director-General presented a preliminary report based on the answers of the NGO's and the decision was taken to discuss the matter at the next Executive Board meeting on 6-29 October 1971.

Before answering the Director-General's letter, the IFLA Board discussed the matter at its meeting in Brussels on 11-13 February and decided to base its answer, which follows below, on the following considerations :

1. IFLA having consultative status, category A, with Unesco, abides ipso facto by the bill of human rights.
2. IFLA is a professional international organization and not a political one.
3. IFLA, not being different from other professional NGO's, consulted other organizations, more particularly FID and the Union of International Associations.
4. IFLA has only requested from its members to be professional bodies and does not feel that it has the right to investigate its members and will not do so in the future (the expression of this opinion was underscored by the Unesco secretariat when it circulated the answers of the NGO's).
5. The isolation of IFLA members or members of other NGO's in the incriminated territories would lead to a situation where the resolution would defeat its own purposes.
6. IFLA fails to understand that NGO's with very limited influence are invited to severe their relations with their members in these countries while the much more powerful member-states maintain existing relations with these countries (underscored by IFLA)

Having personally an excellent anti-apartheid record, I went confidently to Paris as IFLA President. Having been arrested by the Gestapo in April 1943, I spent 132 days in jail, the first half in the concentration camp of Breendonk, the second half in the Citadel of Huy. Both in Belgium under German occupation. Already in 1954 I recommended A. Coblans as librarian for CERN. He was living in London because he had left South Africa being opposed to the government's apartheid's policy. That was of course not the only reason for my recommendation.

In May 1968 I went to South Africa, within the framework of the Cultural Agreement between Belgium and South Africa. However I had explained that I did not want to meet professor Herman De Vleeschauwer, director-general of libraries in Pretoria. He had been my professor of philosophy at the State University of Ghent, became Secretary General of the Ministry of Education during the German occupation. He was so pro-German that he ordered students to join German Forces in the murderous battle of Leningrad. He was sentenced to death and fled to South Africa. When I arrived in Pretoria - in May 1968 ! - the lady who was in charge of me said : "Professor De Vleeschauwer is in Turkey" and I answered "that is far enough."

At my first appearance before the Executive Board's Committee on racial discrimination of the NGO's, I was so confident that IFLA would be cleared that I added, at the end, something like : "It is easy to condemn apartheid in a Unesco room in Paris, while the anti-apartheid people in South Africa had the courage the unveil a plaque in the Library of Cape Town University stating in Latin that "This University lost its academic freedom on 26 July 1960 and recovered it in ...".

I was invited to leave the room while the Committee evaluated my statement. When I was called back I heard that I had not convinced the Committee and that IFLA was excluded from Unesco. This was a sharp blow at the beginning of my presidency. The decision could be appealed six months later When I learned a few days later that FID had been cleared I was furious and I had no other choice than looking in the direction of Mikhailov. I knew well that FID had national members with dues paid by the government.

I need to refer to the fact that Margareet Wijnstroom went to South Africa one year before me and was invited by prof. De Vleeschauwer, Director General of Libraries in South Africa, to a reception. Thinking of me, she refused. She was taken to a police station, where she declared that she had Belgian friends, who suffered under the German occupation and she was immediately released. She told me that story when she heard that I was going to South Africa.

Text of IFLA's answer to the letter of the Director-General :

"In reply to your circular letter of 14 November 1970 concerning resolution 8, I have the honour to inform you that IFLA has no branches or sections in the territories in question. It has one member, the "South African Library Association" and four associate members, namely, the State Library, Pretoria, the South African Library, Cape Town, the University Library, Cape Town and the University College, Salisbury, which have no vote. IFLA has never yet met in these territories and there is no citizen of these countries among the members of the various committees of IFLA. A delegate from South Africa usually attends the annual meeting of our General Council.

From the description of these relations, it is clear that the presence in IFLA of librarians from the territories in question is negligible and that influence is a one way affair, running from IFLA towards the members in these territories. In the last six-year report on the participation of NGO's in the Organizations's programme the contribution of IFLA was recognized. Since our associate members have in point of fact no other right except that of receiving our publications, which are all related to the Organization's programme, their number ought to be increased in order to make more copies available in those territories. It would be in Unesco's interests to encourage the NGO's to give its work publicity in those countries.

Since IFLA is an NGO of a professional and scientific nature, it does not wish to become involved in political or moral issues which are not within its competence. It has been concerned thus far only with the professional character of its members and has no intention of departing from that principle. An investigation among its members, as the resolution proposes, might constitute a dangerous precedent and could do serious damage to voluntary international cooperation which is based upon what unites and not what separates men. Moreover, IFLA supports the reasoning of the Conference of NGO's, and more especially as regard the unjustifiable distinction made by the resolution between NGO's and Member States, which are considerably more influential than the NGO's. Lastly, IFLA, for its part, reasserts its opposition to colonialism in all its forms. The resolution, distressing as it is, at least has the merit of raising the problem of relations between the Organization and the NGO's. If those relations were based on a valid dialogue, they might contribute better to the execution of the Organization's programme in the very spirit of the proposals contained in the long-term programme."

During its meeting in The Hague on 27-28 May, the board decided to publish the above information in IFLA-News and to put the problem on the agenda of the General Council in Liverpool.

So the core of this lecture will be the role played by Mikhailov in influencing the Committee. This Cold War episode, I repeat will be of another nature than the Frankfurt a/Main one.

Here I reconstruct the imaginary conversation in Russian with Oleg Mikhailov's soviet colleague in the jury as I did immediately after I heard about the discrimination. "Dear Comrade, I know both NGO's well. FID has no member in South-Africa and IFLA has at least four members. Its president has recently been invited to a lecture tour at six universities where he talked in English or in Dutch. As you know Afrikaans is similar to Dutch and it is a public secret that the Afrikaanders are generally pro-apartheid and the English speaking South Africans anti-apartheid."

Fortunately the forthcoming meeting of the Executive Board was scheduled to take place in Moscow, where I hoped to find out the truth. As usually I called Margareta Ivanovna Rudomino the day before departure to give her my flight number and the time of arrival. She would come to the airport with Minna Poznanskaya in her shabby car. When I arrived it was not as usual, no Margarita Ivanovna, no Minna, but a delegation of six men of whom I knew only Mr. Serov. The interpreter spoke an excellent French. I was driven in a large black car to the hotel and I sat next to the interpreter in the back of the car. He kept the conversation going with a series of small questions from which I concluded that he knew nothing about me. When I quoted IFLA, I had to spell out the acronym.

When we arrived at the hotel, a staff member accompanied me to my room. When I was settled, he went down with me in the elevator and the interpreter was waiting to take me to the table where the others were sitting. The bottle of vodka appeared and we began to drink while zakouski were put on the table. I did not last long before Mr. Serov annonced that Vice-Minister Mokhov wanted to attend the Board meeting next morning. My answer was diplomatic. Mr Mokhov knew that IFLA was a NGO and that I would ask the Board members if they agreed that Minister Mokhov would attend the Board meeting. That was a pure formality that I did not want to skip. The more so that the meeting took place in Margarita Ivanovna's office and she was a vice-president of IFLA.

It went exactly that way, except that Margarita Ivanovna was very nervous. I invited the Minister to sit in front of me with the interpreter next him and I could see Margarita Ivanovna at the far left of the Minister. The latter started with a long sentence. Which the interpreter translated in excellent French and I understood that the Minister had heard that I had travelled extensively in South Africa and that I was on friendly terms with the Director of the National Library, who as a civil servant had to be pro-apartheid - pronounced by the Minister apartit. Another rather long sentence in Russian that I had refused to investigate IFLA member associations in South Africa regarding their attitude towards the apartheid issue. A third long sentence in Russian from which I concluded that the jury noted that I refused to cooperate with the jury's fight against apartheid. I looked towards Margarita Ivanovna who turned her head away. Apparently the Minister was waiting for me to speak out. I looked at all the board members. They all nodded and the silence weighed heavily.

Finally I asked in French, looking in the eyes of the Minister, - should I conclude that Your Honour believes that I am pro-apartheid ?

The reaction was not another long sentence, but a discussion with his interpreter. I could only guess what it was all about, besides the word knigi I did not understand one word of Russian, but I was sure that there must have been a misunderstanding among them. I was in no hurry to intervene, because I hesitated about the cause of the misunderstanding. I thought of course that the interpreter did not know IFLA. At a certain moment the Minister gave instructions, I saw, he looked at me. I took immediately the lead of the operations and said

- Je propose une interruption de séance, I propose to have an intermission.

A relief went through the room and I asked the board members to leave the room and wanted to talk privately with the Minister, Margarita Ivanovna and the interpreter. Margarita Ivanovna was not happy with my decision, but she stayed. I talked in French to the interpreter and asked if he knew that IFLA was an NGO with status A at Unesco ? He asked me to repeat my question. Which I did very slowly, thinking that I might win or loose the battle, he simply said NO, as if my question was double Dutch to him. I waited a few seconds and repeated that his French was wonderful and if he could repeat to the Minister what I asked him and what he answered. Which he did and the Minister made a sign which meant, according to my understanding, what next. I looked at the interpreter who said in French the equivalent of "we got stuck".

Now I put my joker on the table and looked at Margarita Ivanovna who knew exactly what was going to happen and trembled. I said to the interpreter :

- Will please ask the Minister if he agrees that Margarita Ivanovna ask her young French speaking librarian, Minna, my IFLA interpreter since 1964, to join us and sit between the Minister and me, with Margarita Ivanovna sitting next to the Minister in front of us. The minister agreed and the Board members came in with Minna, whom they all knew, they all were optimistic about the outcome, except me and Minna.

Rather formally I welcomed Minna in French and told her that the interpreter agreed that she could help with technicalities regarding national and international library matters and differences between an NGO like IFLA and GO like Unesco. That she knew by experience how these problems were dealt with in the U.S.S.R. but also, most important, outside the U.S.S.R.

Their was a discussion among the Russians and I thought I had heard the word VINITI. Smilingly the interpreter said "it is all my fault, I thought that IFLA was a member of VINITI." The Minister : "I always thought that Mr Liebaers was on old friend of Margarita Ivanovna and he invited the Board to share a bottle of vodka with him. After two vodka's Minna, who never drinks, told me "I did not say in Russian what you said in French". I looked surprised and she said mockingly "shall you never realize that the outside world is not able to understand the inside world of U.S.S.R."

Six months later I returned to Paris and the result was that "the Executive Board approves the continued association of your organization." Even with this sigh of relief, there remains a sharp distinction with FID.

It is an irony of history that IFLA's initiative towards developing countries led to the damaging conflict with Unesco.

I can as well add here that I had forgotten the rule that at mid-term I had to be re-elected. I decided that if the suspension had not been withdrawn and if the new dues structure proposed by Preben Kirkegaard had not been voted I would not have been a candidate to succeed myself.

3. International Book Year 1972

In the IFLA Annual 1972 the report on the opening session begins, like usually, with the Ministre of Culture. In Budapest it was Dr László Orbán, who seized the opportunity to recall the origin of book printing in his country in 1473.

Five centuries later the President of IFLA went on in the same spirit of international cooperation. Like Dr. László Orbán he underscored the eminent role that librarians were playing in the implementation of IBY '72. It all started in February 1971 with a week long meeting at the hospitable Villa Serbelloni in Bellagio. A generous invitation from the Rockefeller Foundation allowed a group men and women, whose lives had been given to books in the most diverse capacities : publishers, book designers, printers, booksellers, translators, authors, book collectors and librarians (including a FID representative), all of them also readers. I have seen a list of participants and a photograph of the group but I have forgotten when and where.

Later the same year Unesco brought together the Planning Committee of IBY '72. This Committee, renamed Support Committee of IBY '72, met in Brussels in October 1971 and again in Vienna in May 1972. In the most natural way the President of IFLA chaired these different meetings. The result was that IBY '72 kept him busy, even till 1973 when Julian Behrstock, as the responsible Unesco officier, decided that the Support Committee should meet in the non-European cities, where members of the group were active : Ted Waller in New York, Mr. Noma Kodansha in Tokyo, Cardenas Nanetti in Bogota, Armado M. Sandoval in Mexico City and Dina Malhotra in Delhi, publisher of the first best-seller in Hindi. Alone I carried IBY '72 as far as Las Vegas, where the American Library Association was meeting. I spoke at its

BEST COPY AVAILABLE

International Relations Committee.

Even in this kind of euphoria, we could not ignore that we lived in a divided world. At this level, my protective credo *Profession before politics* appeared to be the safe gate. When it had been decided to close IBY '72 with a Charter of the Book, we felt more than ever the dividing line. Our committee approved it after a difficult discussion, as well as all the NGO's associated with its drafting, from book producers to book consumers. To reach such a broad agreement reciprocal concessions were unavoidable. The Charter exists and received a wide distribution. I was so pleased with the outcome, that I asked a talented staff member of Royal Library, André Toussaint, to write a calligraphic version of the Charter.

The 38th Conference and General Council, Cogeco, in Budapest in 1972, left me with a recollection of basic renewal. My preliminary talks with the Secretary of the National Academy of Arts and Sciences started in an original way : "As you know, we have the same regime as the U.S.S.R., but our methods are different." That was his answer to my question "if visa's would be given to librarians from Israel ?" As far as I remember they were granted but late. I went through the impressive list of participants and found only a couple of names of colleagues from Israel. To tease the U.S.S.R. Rumania repeatedly proposed to invite Chinese librarians at the IFLA meetings and created another problem : the relations with Taiwan. That rather dirty game belonged to the Cold War on both sides or even within one side.

The theme in Budapest in 1972 was Reading in a Changing World, chosen in concordance with Unesco's International Book Year 1972, IBY' 72.

Already in 1972 the integration of the developing countries in the IFLA programme had become an essential issue and would stay with IFLA until the Jerusalem meeting in 2000, where Division 8 had to deal with an important problem, related to developing countries.

As an other positive side, I would like to recall the beginning of IFLA Publications Series with Wim Koops as editor and K.G. Saur Verlag München as publisher. In retrospect this is undoubtedly the main move towards a new IFLA. I still regret that the first issue of IFLA Journal, published by Klaus Sauer, came two years after the beginning of the outstanding IFLA Publications Series. This is the opportunity to congratulate Klaus Saur, the publisher who worked with and for libraries, without private patrons, and returned as much as possible to IFLA, while allowing himself to develop the exceptional project of the World Biographical Information System.

Klaus's staff members took the unique decision to publish, without his knowledge, a kind of Liber Amicorum, for his 60th birthday, but much more original than usually as indicated by the title of Erste Begegnungen-gemeinsame Projekte.

I would like to make a suggestion, here and now, to offer Klaus Saur a second Liber Amicorum to celebrate his 65th or his 70th birthday with comments by librarians and publishers on the theme of Librarians turned Publishers or Publishers turned Librarians. If we think alphabetically I am certainly willing to be the author, under L, of a 10 page comment on the proposed theme. If there is a general agreement on this not so serious proposal we could skip the letter S, because the book of 250 pages would be published by K.G. Saur... As to covering the whole alphabet might be a kind of scrabbling between odd librarians and publishers. Very often the letters L indicated the end of the first volume of a two volume dictionary or the beginning of the second one. As to the letter K of Wim Koops, I think he should equate K with C and Q and put no page for him.

My Presidential Address in Budapest was a sum of IFLA subtitles. In retrospect the last part of the addition - some IFLA problems - gives a kind of goulash taste to the whole, which requires an hierarchical classification of the problems. The first one - International Book Year 1972 - in which I was deeply involved during three years (1971, 1972, 1973) was an initiative that would trigger a permanent concern in IFLA Committees, Sections and Divisions.

Developing Countries required an important part of the agenda in Jerusalem and the final answer to these problems is more remote today than in Jerusalem. Violence, unorthodox wars in many regions of the world are bringing us back to the wise words of Willy Brandt, spoken at Frankfurt Book Fair when I received the First International Book Award in 1974 : "As there is again war in some part of world, I can not speak about books..." This was not the beginning of his distributed text. I know only of one example where the colonizer and the colonized have developed a harmonious cooperation, namely the U.S. and the U.K. I can only explain it by an early decolonization, followed by a civil war in the U.S.

The third problem Universal Bibliographical Control, UBC (with a weak echo of UDC) is no longer a problem and is undoubtedly the major IFLA contribution to international librarianship. We owe it to the leadership of the team of Arthur H. Chaplin and Dorothy Anderson and an enormous number of unknown librarians spread over the world.

Finally I come to the last component of the title Some IFLA Problems. Thirty years ago I introduced these IFLA problems as follows : "While I have spoken already in Moscow and in Liverpool and here again about UBC, this is the first time that I shall refer to our publication policy. You will realize that I try to limit the topics in this opening address to those which in one way or another interest all our sections and committees or which have reached a stage of maturity which makes reporting worthwhile. I believe this is now the case with our publication policy." Our Publications Committee, for which Peter Havard-Williams from Longborough and Wim Koops from Groningen are responsible, and have taken the initiative by scheduling a hearing here in Budapest. As long as it is easier to send a paper produced by a librarian around the world than it is to send its author... There I interrupt the quotation and draw the attention to the impressive IFLA Publications Series and, jumping two years ahead of time, to IFLA Journal. Thanks Klaus Saur on behalf of the Publication Committee and IFLA. It is my feeling today that IFLA and Verlag K.G. Saur grew well together.

At the end of the week I had just been re-elected for a second three-year term. I leave it to interested readers to look up my Closing Remarks on pp.63-65 in IFLA Annual 1972, the first one published by Verlag Dokumentation München with Milisa Coops as editor. This gives me the opportunity to thank our Scandinavian officers and members to have taken care of the preceding Annuals, published by the Scandinavian Library Centre.

Five years ago I skipped any reference to FID. Instead of quoting the complaints of the Canadian FID representative, Martha Stone, to me about FID in 1997 in Copenhague that "FID was as dead in The Hague as in Brussels". At the very end of this paper I shall meditate on the significance or lack of significance of celebrations of anniversaries..

To conclude this record of IBY' 72 I shall refer to Reading in a Changing World, edited by Foster Mohrhardt and published by Verlag Dokumentation, München 1976, as IFLA Publications 5. The Table of Contents is impressive and I feel the necessity to reproduce it

Herman Liebaers
    Introduction

Robert Escarpit
    Le Lecteur dans un Monde en Mouvement

Gordon N. Ray
    Books as a Way of Life

Theodore Waller
    Libraries and Reading at the Point of Change

László Mátrai
    Tradition and Innovation: Reading in a Changing Country

O.S. Chubaryan
    Reading in Modern Society: Reading and the Motivating Forces of Modern Society

John Boon
    World Publishing

Desanka Stamatovi_
The Future of the Book

F.A. Ogunsheye
Reading for Development in Urban Africa:
The Case of Ibadan

Harald L. Tveterås
Studies of Readers and Readers' Interests in Norway

I.P. Osipova
Popularity of Reading in the USSR

István Kamarás
Reading Habits Research in Hungary

M. Alain
Recherches Psycho-sociologiques sur les
Habitudes de Lecture au Canada

George Chandler
Research on Books and Reading in Society in the United Kingdom

Janusz Ankudowicz
Dynamics of the Development of Book
Reading in the Country and in Town

From my introduction I quote : "There is unvoidably an important difference between listening to a paper in a overcrowded hall of the Academy of Sciences in the capital of Hungary and reading it four years later quietly at home, whether this home is in Eastern Europe or in North America. The difference between listening collectively and reading individually."

My personal preference goes to Gordon Ray's Books as a Way of Life. This subjective choice has reached over the years a kind of objectivity, in a sense that friends from all parts of the world wrote me or told me that the chosen title corresponded exactly with the way they felt about books.

It is with some nostalgic feeling that I leave IBY'72 and more particularly my late friend Julian Behrstock, who never told me during these three years of intensive cooperation what drama he went through at Unesco and which is the subject matter of his book The Eight Case. Troubled Times at the United Nations (University Press of America, 1987)

4. Universal Bibliographic Control

In retrospect - once again ! - I would like to repeat for the last time that Universal Bibliographic Control, UBC, has been and will remain IFLA's major contribution to modern librarianship worldwide. Its older parent UCD - the flagship of FID - was a major contribution of FID to two generations of librarians, who called themselves documentalists, meaning actually modern librarians. No one realized in time at FID that ICT was going to revolutionize the whole structure of library and information sciences.

In the preceding pages I have drawn the attention to the innovative role of CLR, now CLIR. As president of IFLA I joined the staff of CLR as international consultant in May 1973, with a one year contract. For the first time I was going to be paid for my work at the international level.It did not last long.

Thanks to the IFLA troïka - Foster Mohrhardt, Bob Vosper and IFLA's president - both Foster and Bob, senior officers of CLR, the consequences are so important that I do not hesitate to say that it allowed me to realize the IFLA I dreamed of in 1969 when I was elected.

Let me step down one moment to the national level and mention that in 1969 also, precisely on February 17, King Baudouin formally inaugurated the new building of the Royal Library, henceforth called the Royal Library Albert I of which I was the director since 1956 and which I left in 1973 to join the staff of CLR.

Let me return for one day to the formal opening of the Royal Library Albert I. It came to an end with a banquet where the last speaker was Bob Vosper, who took the floor on behalf of the seventy directors of National or University Libraries who attended the inauguration and who were going to participate next day in a one day seminar on the future of large libraries. The speakers were

Etienne Dennery, Administrateur général de la Bibliothèque nationale, Paris; Cornelis Reedijk, Director, Royal Library, The Hague; Robert Vosper, Librarian, University of California, Los Angeles; I.P. Kondakov, Director, All Union State Library V.I. Lenine, Moscow; Ludwig Borngässer, General Director, Staatsbibliothek, Berlin W and Sir Frank Francis, Director and Principal Librarian, British Museum, London.Their texts are published on pp. 64-122 in the Opening of the Royal Library Albert I by H.M. The King (Brussels 1969).

At the time I was not yet president of IFLA, but I was well on my international way if I could bring together such a group of distinguished librarians, most of them having served IFLA.

Being in Grenoble I used French for the Opening Plenary Session, French being one of the national languages of Belgium. Thirty years later I do not feel the necessity to translate my words in English. On the contrary I am going to limit myself to those pages which carry a message for our time and I have a striking example entitled :

From CDU, Universal Decimal Classification to UBC, controle Bibliographique Universel. It is a fact that FID always uses its French acronym and IFLA switched to English before my presidency. I draw no conclusions from this difference, although the present situation of both, CDU and UBC, invites a comparison. It would be tempting to explain linguistically the disappearance of CDU, but I refrain from doing so, because I think that the end of FID has a completely different origin and I shall come back to it at the end of this paper. However I shall simply note here that UBC took the American Shared Cataloguing Programme a big step further.

After CDU & UDC I spoke about the New Structures of IFLA. As we badly needed them, I am eager to translate the different stages we went through to impliment them. At the time we were professional librarians at the national level, but amateurs at the international one. I still hear my predecessor, Sir Frank, saying : "we should at least work one hour a day at international professional problems." Another remark by him while we were having tea at the same time, in the British Museum, is also ankered in my memory : "We tend to forget that the Indians do no longer work for us."

In 1973 I regretted that IFLA had not yet reached the stage where the President could read the Opening Address written by the Secretary General. This is the first time, that I write my thirty years old wish down.

The initial grant of CLR allowed us to appoint a full time secretariat in 1971 and Margreet Wijnstroom took the wise decision that she would manage the Federation and leave the professional work to sections and committees. The idea of deconcentration of the secretariat appealed to her as well as to me. The same happened with the Working Group of Developing Countries of which J. Soosai, Kuala Lumpur, Malaysia was the chairman. The choice of a responsible person is always a delicate matter. It is more delicate, more difficult in a developed country than in an industrial one for the simple reason that it is a developing country, which means that the final choice is by us, outsiders. Fortunately our choice was Joseph Soosai. This allows me to remain silent about the other mistakes I made.

The mention above of Shared Cataloguing Programme gives me an opportunity to recall the problem of translation in Toronto in 1967. The Canadian colleagues had to earmark half of their government grant for interpretation, because they had wisely decided to flow in the interpreters from the U.N. Headquarters in New York. I was rather familiar with this Programme and decided to listen to French interpretation through the session. It was catastrophic. I had the choice between "catalogue divisé" or "partagé" and none of the interpreters had understood what it actually meant. I was not the only one who went through this saddening and costly experience and talked about it to Peter Havard Williams.

At the closing meeting of the Executive Board I proposed, in agreement with Peter, to try to solve the translation problem with a team of librarian-interpreters. Being not technically trained interpreters we decided to ask them only to translate the foreign language into their native tongue. This meant twice as many interpreters as with professional interpreters. However the result proved to be twice as good. It became immediately a tradition, with the additional advantage that it brought younger colleagues to Cogeco. Solving the translation problem was easier than to come to an agreement for the visa problems for citizens from Israel. *Profession before Politics* !

5. Council and General Conference in 1974 in Washington, D.C.

I referred already to the meeting of the Executive Board in Brussels where I informed the members that I was compelled to resign IFLA's presidency, because King Baudouin had offered me to become his Grand Marshal. With his customary wisdom Bob Vosper suggested at the Brussels meeting that my resignation be accepted and that it would become effective at the Washington Cogeco. This proposal pleased me and was accepted by the King to whom I had said that beginning in 1970 in Moscow and finishing five years later in Washington gave me a feeling of fairness towards the antagonistic capital cities during the Cold War, because I stuck all the time to *Profession before Politics*.

The theme in Washington was National and International Library Planning on which Carlos Penna, the Argentinian Head of Unesco's Libraries, Documentation and Archives Service, had written a book. I participated in the revision of the second printing. Though the theme was important, I am not going to talk about it. The first reason to skip it is that you are going to listen to my farewell opening speech. Five years ago, in Moscow, I gave the longest speech I ever wrote, now I promise you it will be the shortest one. The second reason is that I do not only leave IFLA, but also my beloved Library in Brussels, where I worked for thirty years, the second half as its director. In this library I did the field work, which allowed me to talk in IFLA about problems for which answers appeared at the horizon.

In the library my worst enemy was the government, in IFLA it was Unesco. In my home town as well as here I depended on them for the budget to cover the operational coasts. In Brussels I decided to reverse the traditional rapport between the central administration - let me call it the ministry - and the library as a public service to tax payers, who needed the library for their own work or to give a sense to their own life. The words end-user did not yet exist.

Now, nearly thirty years later, I am willing to admit that IFLA as well as the Brussels Library, in a certain way, stayed with me. I became only conscious of this bond when I left the Kings' Service and the King convinced the Prime-Minister to appoint me Royal Commissioner for the Restructuring of the Federal Research Institutions, the Royal Library being one of the ten institutions.

Before coming to my shortest and last opening speech, I have two unrelated remarks. Preparing this one, I reread at the formal opening in Liverpool (1971) by the Minister responsible for the Arts and Libraries, the Rt. Hon., Viscount Eccles, P.C.K.E.V.O. and I cannot resist quoting the first sentence "This is the first time I have had the pleasure of addressing an international conference of men and women who have chosen the most civilised profession in the World." Let me add "that was and is the first and last time I heard such a definition of our profession, coming from a minister of Her Majesty's government. I had the privilege to meet later Lord Eccles' in other capacities, but always related in one way or another to books.

And now my epoch making - excuse my modesty - shortest speech in 1974 in Washington :

"The one sentence being : I shall limit myself to one question : what is IFLA today and what might it be tomorrow ? I think now - looking at the audience in Glasgow - after I had briefly referred to IBY'72, UBC and the Working Group of Developing Countries, I quote now the shortest answer I gave to the one question : IFLA AND ME, WAS YOU. TODAY IFLA AND CHRISTINE, IT'S WE. This is the assurance of durability. It is easy to be prophet a quarter of a century later.

I would and should stop here. But reading the IFLA Annual 1974, twenty eight years after it was published, gave me such a kick that I owe to the readers of 2030 a written version of what happened at the 40th Council and General Conference in Washington, just before I had been appointed Honorary President on 23 November 1974.

Behind my back, a couple of IFLA officers of old standing had arranged that Joseph Soosai from Kuala Lumpur, Malaysia, chairman of the Working Group of Developing Countries, would propose that the title of Honorary President be conferred on me. In my failing memory I don't remember if he or I were kidding one another with expressions like "barefoot librarian" or "architects of the poorest libraries" or "never use the word binding shop, when you speak to a minister, but say : "physical and chemical protection of books against the damage inflicted by bright day light, humidity and fungi." According to the Annual, page 49, I thanked with a fair share of false modesty. Today, in my old days, I would simply admit that I was happy when Bob Vosper read the charter reproduced at the end of this paper.

Referring to Lord Eccles's opening address, Dr. Liebaers mentioned how impressed the Minister had been by the support the Dutch government and the CLR were giving to IFLA. Such support was clearly in line with his own acknowledgment that national governments and foundations should back international programmes of action without attempting to control the international bodies responsible.

6. The Conference of Directors of National Libraries

The history of the relations of the Conference of Directors of National Libraries, CDNL with IFLA is very simple, but its contribution to the development of IFLA can hardly be overstated.

For me, at least, it started with the election of the new president in 1979. The two emerging candidates were Else Granheim and Guy Sylvestre. They both had a strong supporters. I backed Guy because I thought that after Preben Kirkegaard it was better for IFLA that a Scandinavian was not followed by an other Scandinavian and, moreover, a candidate linked to Public Libraries by one belonging to the same group of libraries. Which did in fact mean that my preference was independent of the personal qualities of the candidates, though for obvious reasons I knew better Guy than Else. Let me add that I knew Else through Margreet Wijnstroom, who was a strong supporter of Else.

The historic difference of one vote in favour of Else Granheim is still lingering in the mind of old timers. The disappointment of Guy Sylvestre was understandable and I was the victim of his first negative reactions. It was common knowledge that I had supported him and he hoped that I would support the setting up of a CDNL outside IFLA. Fearing a schism in IFLA and in the Conference of Directors of National Libraries I thought I better withdrew. Knowing the careful negotiating qualities of Cees Reedijk, at the time chairman of the Programme Development Group, I asked him to talk to Guy, who could convince him to stay within IFLA. Writing this story down more than twenty years after the drama occurred gives me still a feeling of relief.

After this recollection of 1979, I turn to Marianne Scott's Conference of Directors of National Libraries : Forum for Discussion and Action (Alexandria, 1995), where I read : "The idea of forming an association of directors of national libraries was first publicly proposed by Guy Sylvestre in 1973 in discussions with other influential national library directors." In 1973 I was president of IFLA and this statement by Marianne Scott came as a surprise to me. Then I read : "CDNL began in 1974 when IFLA held its annual conference in Washington." Guy Sylvestre invited national librarians attending the IFLA conference to meet in Ottawa... The proposal was enthusiastically adopted. Sylvestre became the first chairman and the National Library of Canada its secretariat (1974-1978). In the part of Marianne Scott's page 5 where she reviews of the relations with IFLA there is no reference to my recollection.

I decided to return to the 1973 and 1974 Annuals and found nothing in 1973, but a reference in 1974, p. 41 : "The President then read Mr. G. Sylvestre's report on the recent meeting in Ottawa of directors of national libraries, and asked Mr. C. Reedijk to act as liaison between IFLA and the new group." No more.

Major Projects is the title of the last part of Marianne Scott's paper. "CDNL's major projects concentrate on issues central to library development and international coordination of activities." I am going to limit myself to read the subtitles and mention the publications they cover.

Later it moved to a comparative study of national bibliographic agencies. Throughout the objective is the efficient, economical and effective use of resources.

- **Role definition**
- **Machine-readable record transfer**
- **International conference on the Preservation of Library Materials**
- **Working group on Managing the Preservation of Serial Literature**
- **Financial management practices in national libraries**
- **Legal deposit and electronic publishing**
- **Bibliographic Records Task force**
- **Voucher system for international interlending**
- **Library Twinning**
- **International interlibrary loans of alternative format materials**
- **Commitment to the Freedom of Speech**
- **Assistance to other libraries**
- **Marianne Scott's conclusion**

> Associations are, to a great extent, what their members want them to be. Their influence grows in direct proportion to the level of work and commitment of those members. Through the 20 years since its founding, CDNL, whose membership is representative of the national libraries of the world, has proved valuable as an international forum for discussion and policy development among heads of national libraries. Now well established as a key part of the network of information sharing among libraries around the world, CDNL has frequently acted as a catalyst for action by related organizations and is itself action-oriented in the development of guidelines, policies, surveys, seminars, task forces and reports. Committed to the support of libraries in developing countries and the basic principles of librarianship everywhere, CDNL is of key importance as a link between agency heads, facilitating collective discussion on issues that have direct relevance to the concerns of national libraries and national information systems.

Marianne Scott's is a former National Librarian of Canada. If I may add a personal conclusion, I would simply observe that Canada's initiative - particularly Guy Sylvestre - has realized between CDNL and IFLA a wise and useful mariage de raison, immediately after my end of term in the middle of the seventies.

I had the privilege to attend the 27th meeting of CDNL in 2000 in Jerusalem at the Jewish National and University Library of the Hebrew University, Campus Givat Ram (Faculty Club, the Belgian House).

Chairman Peter Lor, South Africa, welcomed me as a founding member of CDNL and I was very moved overlooking the immense workload that has been carried out over the years. I regret that I did not say that when IFLA will celebrate its Centennial in 2027 it should include a keynote speech about half a centenary of structured cooperation with CDNL and that I silently accepted the mild exaggeration of being a founding member.

7. New Statutes and Structure

I availed myself of the IFLA rule that provided the former president could attend, during the two years following the end of his term, the meetings of the Executive Board.

The first use I made of it was to take care of a smooth transition from the modest and mimeographed IFLA News to the IFLA Journal. The former was edited and distributed by the Secretary General. A complete file would amount the 50 newsletters. Though Wim Koops had already a regular contract with Klaus Saur to start the IFLA Publications Series and the IFLA Annual in 1972, he was anxious to publish the first issue of the latter during my presidency. The result was a kind of pre-mature issue, which I would have called the incunable period of IFLA Journal.

The question of new statutes was raised as early as Preben Kirkegaard solved the problem of a new dues structure in 1971. Afterwards it was constantly on the agenda of the Executive Board or the Cogeco. When I left in 1974, it came up in Oslo in 1975 and it was voted in 1976 in Lausanne, where the theme was IFLA itself. Proudly president Kirkegaard announced it in his Foreword to IFLA's First Fifty Years. Achievement and challenge in international librarianship. Edited by Willem R.H. Koops and Joachim Wieder.

It seems to me that a quarter of a century after the president's one page Foreword'word, it is worthwhile to reprint it here in view of our 75th anniversary : "After half a century's existence an international organization - now a large one - has its history to relate, and when this space of time has been marked by war and destruction, as well as by inconceivable progress and bloom of literary culture, and thus of libraries, then the history of an international library organization is a thrilling one.

Librarians are not, admittedly, among those who make crucial political decisions on mutual relations in society, or decisively influence the development of economic conditions. But we are part of the humanistic brotherhood, who realize that the sea cannot be tamed, but try to clean up and regulate smaller streams, thus providing better conditions for growth and development.

The motives of those who backed the creation of IFLA were precisely the cleaning up and regulation of relations that had sanded up during a world war, particularly European relations between libraries and librarians. Besides the recreation of classical links between centres of learning in the Western World, their aim was also the opening up of more wide ranging international lines of communication. After the destruction of the second World War the survivors continued and expanded our organization, in faith and determination.

It is right and proper that the history of the organization should be written at its semi-centenary. The personal evidence of some of the librarians who have taken a lead in the development of to-day's IFLA is an inspiration to all of us. But besides the tale of history, this publication aims at a contemporary evaluation, criticism, and advice concerning our future. This is why we have asked a number of eminent personalities to contribute, not their conventional and sympathetic congratulations, but opinions and perspectives for our activities in years to come.

In 1976 our General Council unanimously adopted a completely new structure for the work and inner coherence in the organization. We changed its name "International Federation of Library Associations" by adding "and Institutions", because IFLA - our unchanged acronym - has developed into something beyond the original exclusive circle of European and American library associations, and much more connected with daily work in the multitude of library and related institutions all over the world.

The new structure is a framework for global co-operation among all types of libraries, and for all functions, specialities and aspects of library work. The different Sections and Divisions provide fora for activities, discussion and debate out of which should hopefully crystallize a firm basis for the progress of libraries as well as for the professional development of the individual librarian.

On behalf of IFLA I thank the authors of each single contribution, and the editors of this our first jubilee publication."

8. The Jubilee World Congress in Brussels in 1977

When I read this last sentence, I had the following paragraph in mind "Upon reading the various contributions one may discover that many recently proposed ideas are found to be strikingly similar to others put forward a long while ago. This only strengthens our conviction that our activities have been and will remain consistent and fruitful, and that turning to previous experience may be highly profitable at times.[4]

Having attended all the Executive Board meetings in 1975 and 1976, I still felt close to IFLA, when I was invited to address the Centennial Meeting in 1976 in Chicago of the American Library Association and becoming afterwards on Honorary Member. My interest in IFLA remained strong and I was ready to assist in the preparation of the Jubilee Congress organized to celebrate IFLA's 50th anniversary in Brussels in 1977. (The third World Conference of Librarians had been held at Brussels in 1955). My idea was to invite eminent public figures, to address a wide audience of 2000 librarians from 108 countries.

---

[4] Last paragraph but one of the Introduction to IFLA'S First Fifty Years.

Participated in the announced programme :

A Opening Session

Greetings from Distinguished Readers

Introduction
by Robert Vosper

Greetings from Outer Space
by Adrian G. Nikolayev (USSR)[5]
A Historian to the Librarians
By Daniel J. Boorstin (USA)[6]
An Author's View of Libraries
by Cyril Northcote Parkinson (UK)

Greetings from the Developing World
by Mrs. Joyce L. Robinson (Jamaica)

B Theme Meetings

1. The Book World
Keynote Speaker : Lord Snow (UK)
Panel Members : Mrs Ebba Haslund (Norway), Per A. Sjörgen (Sweden), Mrs. Aase Bredsdorff (Denmark), Fernand Baudin (Belgium)

2. Government, Law and Politics
Keynote Speaker : H.E. Léopold Sédar Senghor (Sénégal)
Panel Members : Wolfgang Dietz (Fed. Rep. of Germany), László Réczei (Hungary), Guy Sylvestre (Canada)

3. Education and Learning
Keynote Speaker : G. Vaideanu (Unesco)
Panel Members : Nikolai M. Sikorsky (USSR), Jean Hallak (International Institute for Educational Planning), Prithvi N. Kaula (India)

4. Science and Technology
Keynote Speaker : V.V. Menner (USSR),
Panel Members : Mrs I. Wesley-Tanaskovic (Yugoslavia), J.-P. de Loof (France), J.S. Soosai (Malaysia)

5. Reading for Pleasure
Keynote Speaker : Mrs Helen Cresswell (UK)
Panel Members : Mrs Anne-Marie Kylberg (Sweden), Mrs Ingerlise Koefoed (Denmark), István Papp (Hungary), Clive Bingley (UK)

6. Le Plaisir de la lecture
Orateur principal : Robert Escarpit (France)
Membres du groupe de discussion :
L. Bataile (France), Claude Aubry (Canada), J.-J. Schellens (Belgique), L. Plaquevent (France)

C Closing Session

Le Défi de l'Avenir

Introduction par Jacques Lethève

Allocution par Roger Caillois

---

[5] The Soviet cosmonaut was replaced by his spouse.

[6] The Librarian of Congress was the exception, but he spoke as a historian

The last paragraph of IFLA's First Fifty Years written by Ben Rugaas, Director of the Norwegian School of Librarianship, reads like de valuable introduction to the celebration of the 75th anniversary. "So, for myself and my views on library education and library schools within IFLA, the outlook for the future is one of reserved optimism. If the implementation of the new structure gives the Federation a new momentum in its professional work, then IFLA could be the international mirror reflecting all our national efforts in library education and other parts of the profession. And as the global village grows stronger we hopefully will be able to use these reflections to cope with the new large-scale solutions that will inevitably affect us anyhow. And in library education, as in every kind of professional learning, the international overview will always give a new dimension to domestic problems. It's what you learn after you know it all that really counts."

It seems to me to be appropriate to conclude with a meditation on the celebration of anniversaries. Over the years I have been quoting librarian Daniel Boorstin, who called the celebration of birthdays non-events and now we are here to celebrate, I quote from the programme "The 75th IFLA Birthday Event"!

I became a kind of expert in 75th celebrations. In 1998 I got stuck in Brussels with two 75th anniversaries; a local one The Flemish Club of which I was the first secretary after the War in 1945 and the celebration made of me an honorary-President 53 years later. The second was a transatlantic celebration of the 75th anniversary of the BAEF. This foundation grew out of the Commission for Relief in Belgium during the WW 1, which was presided by Herbert Hoover.

In Buenos Aires FID celebrated its 75th anniversary - I prefer to leave birthdays to persons - and I was present to congratulate our late "sister" organization in 1970, recalling of course that it was in my home town, Brussels, that Paul Otlet founded FID in 1895. I did not look up to this event, but I remember rather vividly that I recalled immediately that the developing country, Argentina, offered to the rich European countries a major assistance in the form of the potato. Another recollection of Buenos Aires is the dinner offered to a group of FID officers, to which I belonged for one night by the Unesco Argentinian Officer Carlos Penna, who marked his passage in Paris with the Planning of Library Development. But the dinner itself was memorable, because Carlos was so proud that the best steak in the world was of Argentinian origin. As library planning was the theme of my last Cogeco, I feel I could include a potato in my homage to Carlos Penna.

Now 25 years after FID we candidly picked up that ominous figure 75 while our "sister" organization, FID, has disappeared a couple of years after it celebrated its 100th anniversary with pomp, which forces me to think of our centenary in 2027. In retrospect it is not too difficult to imagine that the devotees of Paul Otlet disappeared after one or two generations. He died in 1944, a year after I entered the profession, just before the end of WW II. In the Royal Library I never heard a reference to him before 1956, the year I became the Library's director, with the old fashioned title conservateur en chef, still in use today.

A man called Georges Lorphèvre, came to see me shortly a after my appointment, and wanted to explain how I should run the Library. I listened carefully, because I was convinced that the Library's management was out of date. I do not want to be unkind to the memory of Lorphèvre, who was the author of the article on Paul Otlet in the National Biographical Dictionary. He wrote it as the professional devotee and missed the essential contribution of his hero to the beautiful profession of librarian. I am a friend of the Australian W. Boyd Rayward who was the first to come as close as possible to the genius of Paul Otlet. I quote the last sentence of his not yet published note : "It is no small claim that Otlet may be considered one of the grandfathers of the global world of the internet and digitalization and the changing social order that is suggested by such terms as the information revolution and the information society."

With this magnificent homage to Paul Otlet, I come to the 50th anniversary of IFLA, celebrated in Brussels in 1977.

With the celebration of the 50th anniversary of IFLA in 1977 in my mind, as well as the demise of FID, I look at the 75 year old image of IFLA here in Glasgow. I write here down that the librarians of 2027 will realize that we moved with our times. Proof of which is the comparison of UBC with CDU. The computer killed CDU and UBC benefited from ICT. Nobody speaks any more about UBC, but thousands of librarians implement it every day. I abhor to be prophetic, but I am sure that my grandsons will not ashamed of their grandfather of what they will read in 2027- not necessarily on paper on which it was written. They will be about 50 years old.

A last time I come back to *Profession before Politics*. I had no choice during the Cold War. But now the Berlin Wall has disappeared since a dozen years and Peace did not come back to us. I still believe that libraries need peace to thrive. Here too I have no choice, when I have September 11, 2001 and its aftermath in mind. I am not proud that I leave this second century of the third millenium to my grandsons what a mistake to take the burden of the whole world on one's poor shoulders.

All texts and as many reports on the discussions as possible have been published in IFLA Publications 15th cxw Libraries for All. A World of Books and their Readers - Bibliothèques pour tous. Le Monde du Livre et de ses lecteurs. Edited by/Edité par : Robert Vosper & William R. H. Koops (K.G. Sauer, München-New York - London - Paris).

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**137-104(WS)-E**
Division Number:	**II**
Professional Group:	**Art Libraries - Workshop**
Joint Meeting with:	**-**
Meeting Number:	**104**
Simultaneous Interpretation:	**-**

The „Virtueller Katalog Kunstgeschichte“ as a tool for international cooperation

Rüdiger Hoyer
Zentralinstitut für Kunstgeschichte
Munich, Germany

Abstract:

The "Virtueller Katalog Kunstgeschichte" (VKK) http://www.ubka.uni-karlsruhe.de/vk_kunst.html is a specialized search engine based on the technique of the perhaps better known KVK (Karlsruher Virtueller Katalog).

It is an initiative of a working group of the German art libraries funded by the Deutsche Forschungsgemeinschaft (DFG), formerly known as AKB (Arbeitsgemeinschaft der Kunstbibliotheken). The VKK has functioned since September 1999 and is still 'under construction'. Currently, seven important target systems are participating, among them the network Florence-Munich-Rome, the University Library of Heidelberg and the art library of the City of Cologne, renowned for its holdings in contemporary art. All together, the target systems already offer far more than one million bibliographical records (as of April 2002). Recently, the library of the Kunsthaus Zurich in Switzerland has been included. The next international target system will be the union catalogue one of the most distinguished art historical networks, the Florentine IRIS Consortium. The VKK is intended to become a gateway to the OPACs of the most important art libraries and art libraries networks on an international level, and thus a central tool for specialized art historical research. It could even become the nucleus of a 'virtual library'. The workshop presentation will give a precise description of this new instrument, together with an invitation for potential new international partners.

The so-called „Virtueller Katalog Kunstgeschichte“ (VKK or V2K) www.ubka.uni-karlsruhe.de/vk_kunst.html has been accessible since September 1999. The VKK is a specialized meta-search engine for art libraries. Its technical base is identical to that of the probably better known „Karlsruher Virtueller Katalog (KVK)“ www.ubka.uni-karlsruhe.de/kvk.html, a universal search engine having as targets not only the biggest German union catalogues and universal libraries, but also some of the most important international holdings, as for example the Library of Congress, the British Library and the Bibliothèque nationale de France. The KVK, which is hosted and administrated by the university library of Karlsruhe, has been functioning since 1996.

The „Virtueller Katalog Kunstgeschichte“ is one of a number of specialized search engines clustered around the big KVK and chiefly concentrating on thematically defined holdings which are not necessarily part of national or regional union catalogues. Therefore, these specialized „offspring“ of the main search engine are of particular *bibliographical* significance for the public, whereas the KVK, especially favoured by German librarians, excels primarily in tracing holdings information and bibliographical descriptions of specific items. As the KVK, the specialized search engines are technically supported by the University of Karlsruhe. Nevertheless, the design of the interface and the organizational administration are in the hands of the respective specialist institutions. This is also the case for our „Virtueller Katalog Kunstgeschichte“.

The „Virtueller Katalog Kunstgeschichte“ is the result of an initiative by a working group of German art libraries funded by the Deutsche Forschungsgemeinschaft (DFG). This working group has traditionally been called „AKB“, and it is not to be mistaken for our national art libraries society, the much younger „AKMB“. Although the VKK is still „under construction“, in so far as some important art libraries are not yet participating, it is the pragmatic realization of the working group's initial conception of a proper union catalogue.

So far, there is no real corporate organizational structure. The creation of the VKK was initially financed by the DFG as a sort of supplementary measure to its initial support for the union catalogue Florence-Munich-Rom (www.kubikat.org). The further development of the VKK has been informally taken charge of from inside the working group, with Zentralinstitut für Kunstgeschichte and the University Library of Heidelberg as acting co-ordinators.

The VKK's primary aim is to be a gateway to the holdings, and above all to the bibliographic descriptions, offered by the working group's seven art libraries. These function together as a virtual national art library because they co-ordinate their acquisition policies according to their different specializations. The two German university libraries responsible for art history within the general national acquisition policy of lending libraries (SSG) are similarly steered by the DFG. At the time of making this presentation at the Glasgow conference this goal will almost be achieved, at least in terms of the participating institutions - only the Kunstbibliothek Berlin and the Deutsches Archäologisches Institut in Rome will be lacking. Nonetheless, according to the extent to which the card catalogues are digitally converted or not, some of the most important participants will still be far from having achieved full coverage of their title material.

It was clear from the outset that it would make sense to include as target systems some other German art libraries that were not participating in the DFG-funded common acquisition policy defined in the early seventies. These would be based on a rather conventional concept of art history as well as on the participating institutions' traditional specialisms. This is the reason we unanimously accepted the new library of the so-called Bundeskunsthalle in Bonn. It has excellent holdings in the field of exhibition history. More recently, the holdings of the conservation department of the university of applied sciences in Cologne became a target system, thus contributing more than 30.000 titles on conservation and preservation. As stated on the VKK website, the VKK is meant to take into account the „most important“ and „most interesting“ German art libraries. The VKK aims especially at highly specialized or rare bibliographic data and collections, in order to become a preferred bibliographic tool for researchers, and moreover excluding much of the 'noise' typical for universal search engines like the 'big' KVK.

Technically speaking, the „Virtueller Katalog Kunstgeschichte“ relies upon a CGI-script which

- formulates a given request, taking into account the specifics of each target system as compared with the field structure of the VKK's interface,
- sends the appropriate requests simultaneously to all target systems,
- produces a uniform short title list of results or a no results message for each target system, having answered the request in time, i.e. within 60 secs.

Each short title entry produced by the search engine is a link to the target system's full bibliographic entry. Requesting the full entry means switching over to the respective target catalogue, with the possibility of deriving further benefits from its complete range of features, as for example additional retrieval options or inter-library loan and document delivery.

For each additional target system, the University of Karlsruhe creates an appropriate 'structural description file' identifying the fields of the target system's OPAC interface and the elements of the short title list. The system created by the University Library of Karlsruhe is able to handle almost all kinds of WWW/HTML-based catalogues, excluding OPACs working with Java applets. The technique is not based on Z39.50, as is the case with other international virtual union catalogues. It is imperative that any changes made to a target system's WWW interface be made known to the University Library of Karlsruhe in order to be integrated into the appropriate description file.

(Cf. http://www.ubka.uni-karlsruhe.de/hylib/kvk_help.html)

Meta search engines like the KVK and our VKK differ from real union catalogues and even from popular search engines like www.google.com in so far as they have no indices and practically no proper 'intelligence'. Therefore, the VKK is nothing but a gateway whose interface presents a common denominator of omnipresent search fields. For example, when conceiving the VKK website, which is maintained by Maria Effinger in Heidelberg, we decided against the creation of a separate „subject“ field. This was to prevent the creation of false expectations, given that much of the title material has not been subject indexed and that the existing indexing schemes are not really consistent. This does not preclude subject indexing from being retrieved if the target system has a basic index. But the full array of possible sophisticated retrieval options remains with the different target systems. They are not substitued, but rather valorized by the VKK. By the way, I wonder if there is a way to at least integrate authority files, as for example in the Getty OPAC.

Through the recent incorporation of the important museum library of the Kunsthaus Zurich, the VKK has become an engine for libraries from German-*speaking* countries instead of one for German libraries. In fact, the VKK seems to be making its way to become a truly international gateway, although, at the time of writing in April 2002, its website is still exclusively in German. Thanks to the mediation of Jan Simane, library director of the Kunsthistorisches Institut in

Florence, the next international target system will be the union catalogue one of the most distinguished art historical networks. I am speaking of the Florentine IRIS Consortium, comprising the library of the Harvard University Center for Italian Renaissance Studies (Villa I Tatti), the Biblioteca degli Uffizi, the library of the Fondazione di Studi di Storia dell'Arte Roberto Longhi, the library of the Istituto Nazionale di Studi sul Rinascimento (Palazzo Strozzi), the library of the Netherlandish institute Istituto Universitario Olandese di Storia dell'Arte, and the very specialized conservation library of the Opificio delle Pietre Dure. This IRIS database contains more than 200.000 titles pertaining especially to the artistic and cultural history of Italy, thus supplementing the titles furnished by the Kunsthistorisches Institut in Florence and the Bibliotheca Hertziana in Rome as members of the network Florence-Munich-Rome www.kubikat.org. The partners of the VKK will then offer to the public far more than 1,2 million bibliographic descriptions.

It seems to me that, as a logical conclusion of this development, the co-operative structure of the „Virtueller Katalog Kunstgeschichte" which has grown out of our national infrastructure, should become truly international, or at least European. Being a target system for this search engine does not preclude or weaken in any way the participation in genuine networks or any other form of co-operation outside the VKK which seems desirable to a participating institution (e.g. RLG or the network of the Musées nationaux de France). Here we have an astonishingly simple, but equally efficient tool, not only for better marketing our institutions and their services, but also for implementing and undertaking international co-operation in a truly practicable manner.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 136-104(WS)-E
Division Number: II
Professional Group: Art Libraries - Workshop
Joint Meeting with: -
Meeting Number: 104
Simultaneous Interpretation: -

Changing Classification Systems: An Example of Resource Sharing Among Libraries

Daniel Starr
Thomas J. Watson Library, The Metropolitan Museum of Art
New York City, USA

Abstract:

A specialized art research library changes from a local classification system in order to adopt the Library of Congress classification system.

"Changing Classification Systems: An Example of Resource Sharing Among Libraries"

The Metropolitan Museum of Art Thomas J. Watson Library has used a local classification system since it was developed in the 1920's. The system has not been systematically updated or maintained for years. There is no one authoritative version of it in either print or electronic form. It has no numbers for subjects in the 21st century and does not have numbers that recognize recent changes in political boundaries. The system is constructed so that it would even be difficult to find space to insert numbers to cover these topics. Its limitations have long been recognized but the prospect of changing systems when we already had 500,000 volumes classified using the old numbers was daunting and always prevented the library from undertaking such a major change.

Nevertheless, we decided to being using Library of Congress Classification on April 1, 2002. Two major factors influenced our decision at this time. (1) We had special funding for shifting the entire collection in our book stacks. We knew we would have room for two years growth before we ran out of space. We could either leave approximately 7 cm. of space per shelf throughout the book stacks, or consolidate all empty space in one area for books using the new classification system. Having all of our available space in one area was a more efficient way to use the little space we had. (2) We estimate that 70% of the cataloging records taken from the RLIN database and used to catalog our new acquisitions has LC numbers assigned by other libraries. Using these numbers would save us considerable time compared to assigned numbers using our local system.

These two arguments that we would save time and make the most use of our space by switching were compelling reasons and convinced our museum administration that this was the correct thing to do. What was involved in making the change?

- Convincing the curators – Our book stacks are open to museum staff and heavily browsed. We expected that there would be strong objections to the change from certain curators, who had worked at the museum for a long time and were used to going to one spot in the stacks. It turned out that there were a few complaints, but the major concern of the curatorial staff was that there would be two classification systems. They were accepting, or even pleased that we were adopting LC and understood our reasoning, but they wanted the whole collection reclassified. When we told them that we would have to finish the retrospective conversion of our card catalog first, and then find special funding so that we could accomplish this without overburdening existing staff they were disappointed, but understanding.

- Training catalogers and other staff – We presented a few informal classes on how to assign LC classification numbers, but since none of us was an expert on LC and since most of the staff was already familiar with it from library school, using it in previous jobs, or from seeing it in other research libraries, and since the intellectual process of assigning numbers is the same, we found few problems in training the catalogers. It also helped that the documentation was so much more complete than the documentation for our existing system. While there will always be questions about where best to classify a book, since a book can only be put in one spot, there is less confusion using a fully developed and documented system. There is more on-line training available for support staff, and we were able to find very useful guides on the web sites of major university libraries that we could use to train the circulation staff.

- Labeling and bindery changes -- In some ways, this was the hardest aspect of the change. Since there is no one standard way of choosing the format for how the call numbers will look on labels we had to discuss the various options and come to a consensus on which format to use. The circulation staff, since they are responsible for finding and shelving books in the stacks, played the key role in this. We needed to change the program that produces labels, and also the one that interfaces with our commercial binder, so that the format of the numbers would be consistent on the spine. Since we are not going to apply LC numbers to existing serial publications (we did not want to split up runs of journals) we also had to make sure that we could still process labels in the old format, for old numbers. We also had to leave space for two years growth at the end of each current serial.

- Documenting local policies – We resolved that our basic principle would be that we will make as few changes to the LC system as possible and to document all decisions that we do make. We do not to get into the same confusing situation we were in when we started, and have documented every decision regarding classification practices that we have made. While we intend to be as standard as possible, we have already made some decisions about local exceptions. (1) We will classify all auction catalogs under the general number for the auction house, not for the topic of the individual sale. (2) We will classify one copy of all of our own publications in the general number assigned to The Metropolitan Museum of Art, not according to the specific subject of the catalog. (3) Collections of photographs by one photographer will be classified under the photographer, not under the subject of the photographs. (It is well known that the numbers for photography as an art form are a weakness of the LC system.)

Finally, you might ask, why does classification fit under the topic of this workshop, "Connecting Art Libraries: Partnerships and Projects?" First, we must always remember that sharing day-to-day library work, such as cataloging records and classification numbers is a basic form of cooperation, especially when libraries use a common database, such as RLIN or OCLC, or work towards sharing cataloging records by developing a common MARC format. Second, we may sometimes forget that our informal partnerships through IFLA and our contacts with colleagues are a major, under-recognized type of resource sharing – we share our expertise. I would never have proposed this change except for a conversation with Sylvie LeRay during IFLA in Boston in 2001. She mentioned that the libraries of the IMHA in Paris were going to being using Library of Congress Classification in their new library. This made me realize that this was a project that we could do as well. When you have a director named Philippe de Montebello, it helps any argument to be able to say that we are going to follow the lead of our French colleagues.

Brief Biographical Information: Manager of Bibliographic Operations, Thomas J. Watson Library, The Metropolitan Museum of Art, New York, since April 2001; Chief Librarian, Technical Services and Planning, The Museum of Modern Art Library, New York, 1996 to 2001; Associate Librarian, Cataloging, The Museum of Modern Art Library, New York 1979 to 1996; President, Art Libraries Society of North America, 2002-2003

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 138-104(WS)-E
Division Number: II
Professional Group: Art Libraries - Workshop
Joint Meeting with: -
Meeting Number: 104
Simultaneous Interpretation: -

'Out of the box': the role of professional associations in supporting art libraries and art librarians in Society

Sonia French
ARLIS/UK + Ireland
Bromsgrove

For many of us the demands of the day job can at times seem all-consuming, with local pressures circumscribing our working lives. This can be a particular problem for art and design information professionals many of whom work as solos. What librarians crucially need in giving their professional best to both users and employers is broader awareness, the ability to see the big picture combined with the opportunity to think and work 'out of the box'. Step forward professional associations such as the IFLA Section of Art Libraries and the many different national ARLISs. The aim of this workshop is to consider the ways in which, through meeting and working together within professional societies, ambitions are sparked, professional competencies developed and advocacy undertaken - all with the overriding aim of promoting and improving information provision within our several communities.

To open the discussion I will take ARLIS/UK & Ireland as a case study and give a brief résumé of its origins and development. The Society was founded in 1969 by a small group of art librarians keen to share solutions to common problems and explore the possibilities of co-operation and co-ordination. The Society now comprises 440 members: 166 individual, 189 institutional and 85 overseas. In addition 260 libraries overseas subscribe to the *Art Libraries Journal*. ARLIS is an educational charity which operates independently of the UK's CILIP (Chartered Institute of Library & Information Professionals) whilst working in liaison with it and with other national and international agencies with relevant agendas.

ARLIS includes in its membership most of the major art libraries in the United Kingdom and Ireland. More than half of its members are in educational establishments such as art colleges and universities, but there are also representatives of museum libraries and the art sections of public libraries as well as a few booksellers, publishers and professional practice libraries.

Underpinning all of ARLIS's activities is its infrastructure which for the first 22 years was based solely on voluntary effort. In 1991 ARLIS appointed me as its first paid member of staff, part-time, with the key task of centralising records, simplifying procedures and creating a centre for ARLIS information. Another task was to establish professional guidelines for the many different aspects of ARLIS's work and these are contained in two working documents, the *Administrative Handbook* which includes job descriptions for Officers and Chairs of Committees and forward plans for the Committees, and the Society's *Rules & Regulations*.

In an organisation of this sort, with membership spread over a wide geographical area it is essential to provide regular opportunities for people to meet and get to know and work with one another. Standing committees such as Cataloguing & Classification, visual Resources and Education & Professional Development work together to produce the annual Calendar of Events which includes conferences, courses, workshops and visits. Members talk to each other through arlis-link@jiscmail.ac.uk the voice of the Society and become actively involved by serving on ARLIS committees or Council and by contributing to its publications. The *ARLIS/UK & Ireland News-sheet* and the *Art Libraries Journal* especially are key resources of news, bibliographic information and scholarship for art librarianship internationally.

One of the Society's strengths is its responsiveness to the needs of the membership. In recent years this has lead to the establishment of two special interest groups, the Visual Archives Group and the Student & Trainees Group both of which have proved models of professional energy and commitment and are promoting art librarianship to incoming professionals.

Of particular interest in the context of the IFLA Section of Art Libraries is the work of the National Co-ordination Committee which has as its brief national co-operation and resource sharing between art libraries. A major effort was made through the VALIP (Visual Arts Library & Information Plan) initiative to formalise relationships between co-operating libraries. Changes in government strategy towards libraries leading first to the Library & Information Commission and latterly to *Re*:source meant that the VALIP itself was not established but its aims and programme of work continue to flourish through the NCC. The *Union List of Art, Architecture & Design Serials* is a web-based reality and work on the new *Directory of Art, Architecture & Design Resources* is well advanced.

The historical isolation of art librarianship from the mainstream of the profession has encouraged the development of energetic professional societies all over the world, of which ARLIS/UK & Ireland is just one example. What is striking now is to see how globalisation and the new technologies are leading to trans-boundary projects such as Imageline which is working towards an international web gateway providing access to sources of images and which will flourish by depending on the traditional generous spirit of international co-operation, the cornerstone of IFLA.

In order to discuss how best greater individual involvement in art library societies can be encouraged both nationally and internationally, workshop participants are asked to consider the following key experience-based activities:

- Education: teaching and learning
- Professional standards
- Partnerships and solo working
- Research and publications
- Resource sharing

Sonia French, Administrator, ARLIS/UK & Ireland

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**123-106-E**
Division Number:	**I**
Professional Group:	**University Libraries**
Joint Meeting with:	**Management and Marketing**
Meeting Number:	**106**
Simultaneous Interpretation:	**Yes**

Managing cultural change: the challenge of merging library services, curriculum development and academic professional development

Sue McKnight
Executive Director, Learning Services & University Librarian
Deakin University
Geelong, Australia
suemck@deakin.edu.au

Abstract:

The paper outlines a number of processes that have been implemented by Learning Services at Deakin University to gain significant and sustained cultural change amongst staff in a blended organisation, comprising the university library service, the curriculum design and development functions and those of academic staff development. The processes involve customer discovery workshops to identify "customer value packages", strategic planning and performance tracking based on objectives that deliver customer value, and the identification of shared staff values that guide behaviour within Learning Services and with customers.

Introduction

Change is endemic. It is rapid, and often has significant implications. Some staff are "change junkies" and others are less able to embrace change. However, the impact of change on staff in academic libraries is profound, and management have a role in making sure that staff are better able to understand, participate in and manage the change themselves.

Academic libraries are dealing with a multitude of change agents, from budget constraints, increasing use of, and rapid change in information technologies, changes in scholarly publishing, and demands for greater accountability and benchmarking, to devising and implementing new services for an increasingly sophisticated and demanding user population. Many academic libraries are also dealing with converging organisational and service structures, with libraries combining with information technology service departments and teaching support and curriculum development units.

This paper deals with cultural change, which has been described as

> "Lasting structural and social changes (within an organisation or set of linked organisations), PLUS Lasting changes to the shared ways of thinking, beliefs, values, procedures and relationships of the stakeholders."[i]

This discussion is primarily focused on the internal aspects of managing cultural change. It focuses on the cultural change associated with creating a working environment that is a blend of professionals, re-engineering processes, creating new teams, and the overarching need to establish a shared set of values that defines the blended organisation.

Much of the internal cultural change has evolved from a focus on the prime customer groups, of understanding their value packages (their hierarchy of needs and desires) and of discovering what irritates them about existing practices, services and resources. The research undertaken to define the customer value packages provided the evidence that drove the internal cultural change.

Background of Deakin University and Learning Services

The University

Deakin's vision is to be Australia's most progressive university, internationally recognised for the relevance, innovation and responsiveness of its teaching and learning, research, partnerships and international activities.[ii]

Deakin University was established in 1974 and began teaching in 1977. The University has 70,000 students enrolled each year, and specialises in student-centred education and lifelong learning. It has six campuses across the State of Victoria, three in Melbourne, the capital of the Australian State of Victoria, two in the second largest city in the State, Geelong, which is 70km from the capital, and one in Warrnambool, a thriving regional centre 200 km from Geelong. Deakin has five faculties: Arts, Business and Law, Education, Health and Behavioural Sciences, and Science and Technology. It offers awards from undergraduate degree to research and professional doctorates.

All Deakin students have choices about the way they study. Students can attend lectures on campus and receive face-to-face teaching, but thousands of busy professionals have discovered a different way to study - using flexible, online course delivery. Students receive comprehensive study packages including state-of-the-art computer-aided learning, simulations and videos.

Flexible delivery allows students to study on campus or off campus, full time or part time, or using a mix of study modes. With Deakin, students can take a degree in many fields, undergraduate or postgraduate, from anywhere in the world - at home, or where they work. Students studying on campus or off campus take exactly the same Deakin degree.

In 1993, Deakin University created Deakin Australia (now Deakin Prime), a wholly owned subsidiary company, with a brief to tailor education and training to the needs of corporate clients. It works with a broad range of national and international corporations, professional associations and government agencies.

Deakin Prime has grown to become Australia's leading provider of education and training for organisations, with more than 40,000 people enrolled through partnerships and contracts at any one time.

In 1995 Deakin was named 'Australian University of the Year' for its innovative use of information technology in teaching. In 1997 it won a five-star rating from the Graduate Careers Council of Australia. In 1999 Deakin became the only university in Australia to be awarded the coveted University of the Year twice - this time for its productive partnerships with business and industry.

Learning Services

Learning Services was formed at the end of 2000 from the merger of what was the Office of Flexible Learning, the Centre for Academic Development, Learning Resource Services and the Library. Today, Learning Services comprises four quite different organisational units:

> The Teaching & Learning Support Unit is responsible for educational design, academic professional development, management of the enterprise-level learning management system, and research and evaluation on teaching scholarship and pedagogy.
>
> Learning Resources is responsible for translating the education designs for curriculum material into the actual resources used by teachers and learners, whether interactive online environments or static web pages, multimedia CD-ROMs, audio and video tapes, printed material, and accessible curriculum resources for students with disabilities.
>
> Access and Information Resources incorporates the traditional technical services functions of a library (acquisition, cataloguing, collection management) but is also involved, more and more, with managing information resources and systems for digital objects (e-Readings, digital information for students with a disability, and digital course materials, with an emphasis on complying with copyright, intellectual property and disability discrimination legislation and policies).
>
> Library Services is the traditional public services of the library. It is responsible for reference and information services, resource delivery including loans, inter-campus and off-campus loans, inter-library loans and shelving, the information literacy and liaison programs, and collection development.

As of July 2002, Learning Services employed approx. 300 people in 230 effective full-time positions across six campuses. There is a wide variety of professional categories represented within Learning Services, including: librarians and library technicians; academic staff with specialist skills in education design, research and evaluation, and professional development; instructional designers (many with teaching experience); graphic designers; programmers and www developers; system and database administrators; photographers; editors/material developers and publishing support officers; printers and finishers; video and audio producers; accountants; business managers; copyright experts; and administrative and clerical staff.

As you can see, there is quite a range, and if you consider the philosophical backgrounds of the professional areas, you start to see the challenges in bringing together these diverse sets of cultures and experiences. However, we believe we can deliver greater value, or be more than the sum of the individual parts of Learning Services, by working together in the new online and digital environment.

Why must we change?

As with most organisations, universities are undergoing significant change due to the increasing "massification" of tertiary education, the increasing globalisation of higher education, pressures due to space and financial constraints, and the increasing commercial imperative to seek new markets and raise additional revenue. These, together with rapid changes in informational technologies and increasing expectations of students, mean that staff employed in the higher education sector must cope with constant change, not only in work processes but also in the way we think of students and other staff members. Universities are increasingly reflecting the language, policies and processes of the business world.

It is worth highlighting that over the last ten years, Deakin University has undergone significant organisational change, becoming a blended organisation, comprising the original Deakin University (Geelong), which was itself a merger of two organisations, the Warrnambool Institute of Advanced Education (in Warrnambool) and Victoria College (in Melbourne), another blended organisation. Thus, the parent organisation has a variety of cultures, reflecting the different origins of the constituent members.

The Library, as an organisational unit, has had a relatively stable life, undergoing a number of relatively minor internal reorganisations but retaining its strong "library" tag. However, the other components of the organisational unit that I now manage have had a long history of restructure and organisational change for a variety of reasons. My belief is that the frequent and destabilising restructures were the result of: a lack of vision as to the role of the groups within the University, and a clash of professional cultures and too much emphasis on professional boundaries, which result in work silos, rather than focusing on the needs of students and academic staff and working together to deliver these needs.

Therefore, the bringing together of a relatively stable, high profile and well respected Library, serving students and academic staff as individuals, with a group of organisational units that rarely interacted with students and whose services, while of excellent quality, were only accessed by a select few academic staff, created an interesting challenge for managing cultural change.

There were also external pressures for change that were driving a reassessment of our working relationships within Learning Services. These were primarily driven by changes to the Australian Copyright Act and the Digital Agenda Act, regarding the communication of electronic information to students. Both the Library and Learning Resources Services were involved in managing copyright compliance. Both were involved with digitising material for students, for use via the e-Readings (formerly e-Reserve) service of the Library and for delivery of curriculum material to those students with a print disability. The legislative changes required a much more coherent approach to the communication/delivery of copyright material to students.

Rapid changes in IT infrastructure are also leading to the convergence in systems that deliver information to students. One of my favourite sayings is "Students don't know, or care, where the curriculum ends and the support information resources begin." As we move progressively into an online, or at least online enhanced environment for teaching and learning, there is a blurring of the services and resources delivered from the Library's integrated management system, the learning management system (course management system), and the digital object repository. In a University like Deakin, that has been creating curriculum resources for delivery to remote students, whether in print or other multi-media or online formats for many years, there is also the emerging need to link the course materials planning and production system with the digital object repository, to link the digital object repository to a digital printing system, and also to integrate warehousing and dispatch functions. All these developments are adding further weight to the need to manage significant cultural change, as staff have had to develop new work processes and new skills, develop understandings of new customers, and form new teams within the organisation, while at the same time working with new partners both within Learning Services and also within the wider University.

A further development within Deakin University is the move to deliver more and more learning opportunities online. The need to ensure tightly integrated, online learning environments, linked to all the traditional support services, has caused a re-evaluation of how we design learning spaces for students, so as to embed access to information resources and information literacy training in particular, with the traditional curriculum resources of subject outlines, study guides and readers.

The final catalyst for change that I will mention is the changing financial climate of universities in Australia, and I assume across the world, where we are trying to do more with less, where we are conscious, as managers, of delivering a significant return on investment and the need to maximise use and value-adding of existing assets. This business approach to managing staff and resources creates pressure to change often long-held attitudes in the work environment.

Change to What? Understanding Customer Needs

My management philosophy can be summed up as understanding our customers, and knowing what really matters to them. To achieve this, we ask the customers. By understanding the environment in which we work, by understanding the values of our customers, by identifying new or changed services that would help deliver greater value for our customers and reduce their irritation level, we can develop a plan for action.

By involving staff in this customer research, by seeking their analysis of the research findings on what adds value for the customer, by their participation in teams established to define what change is required within the organisation to deliver the customer value package, we create an internal environment that is not only ready for change, but which is driving the change from the ground up, rather than imposed from management above. In this way, there is a much greater chance of staff "buy-in" and the change process is much more likely to be successful and sustaining.

The process involves conducting "customer discovery workshops"[iii] where customer groups (undergraduate, postgraduate coursework, postgraduate research, off-campus, academic staff etc) participate in facilitated workshops. Learning Services staff also attend, sitting in the background, listening to the feedback, but not commenting as this would stifle comments from the customers. In the first part of the focus group workshops, the participants identify, in silence and individually, the irritants that they perceive about the existing services. This way, the issues are identified but there is no "you think that's bad, listen to what happened to me" situation. These comments are then gathered for analysis after the workshops.

Then the participants are lead through a visioning exercise, where they are asked to imagine a time, three to five years on, when they have been successful in their endeavours at university, and they are asked to identify what services, provided by Learning Services, helped them achieve their success. This exercise, through a prioritising process, leads to the identification of the services and resources that are most valued. The participants are then asked to rate the current performance of Learning Services in delivering the identified services. This results in a hierarchy of value elements and a gap analysis on perception of current performance, which can then be analysed to identify strategies to close the gaps.

When Learning Services was formed, the Library had been conducting customer discovery workshops for a number of years. The staff were used to the process and had been successful in acting upon the feedback. With the formation of Learning Services, there was a need to conduct similar workshops focusing on the new, wider range of services that had not been previously identified in the Library's customer research activities.

For Learning Services the top value elements are, in order of highest to lowest importance:

Library Value Factors

- Relevant, current, accessible book collection
- Easy access to more online Library resources
- Sufficient copies of key texts
- Approachable, knowledgeable, competent staff
- Access to and availability of journals
- Affordable, flexible and reliable photocopying and printing
- Reliable, up to date IT computer support
- Timely access to Library staff and online help
- Environment conducive to study
- Adequate opening hours
- Library skills training to find information
- Clear signage

Teaching & Learning Support Unit/Learning Resources Value Factors

- Up to date practical, education advice and support
- Timely responsive service
- Working together
- Adequate appropriately managed resources
- Focus on quality and improvement
- Training and Professional development responds to my needs
- Flexible service delivery
- Friendly competent co-operative staff
- Commitment to facilitation of on-line delivery
- Knowledge of and access to staff and services

The process described has been the framework used to deliver cultural change. It is based on asking the customer, and not assuming that we know what is good for the customer. It results in challenges to existing policies and work practices, and engenders a greater value on teamwork than would otherwise be evident, as customers invariably do not distinguish between particular aspects of the service, perhaps delivered by different parts of the organisation. What they describe is the outcome of an end-to-end process, and to deliver the value, all parts of the organisation, in our case, Learning Services, must work together.

Inter-disciplinary teams are formed, often involving customers as well, to analyse the customer value feedback results. These teams review existing work practices and identify new ways of delivering the service to remove irritants and add value. By listening to the feedback of customers, Learning Services staff realise that changes are necessary, and that, perhaps, they could improve on what they currently do or deliver. The customer feedback research forces an honest appraisal of services and resources and highlights, from the customers' perspective, why change is necessary. Thus, the changes are customer driven, and not by management in a top down approach.

Prior to the merger that formed Learning Services, the Library had adopted a "purpose statement", rather than a vision or mission statement, that guided thoughts and actions. This purpose statement was "We help people learn." After the merger that formed Learning Services, this purpose statement became "We help people teach and learn", which reflects the direct role of Learning Services in assisting academic staff to develop curriculum material and the role of the group in delivering academic professional development. I suggest, that had the Library not merged with the other groups, it would still have changed its purpose statement to this one, as librarians are becoming increasingly involved in the design of integrated online learning environments and in delivering, in the classroom or on the web, information literacy training to students (and academic staff).

Customer discovery workshops are now being supplemented by smaller, more frequent feedback sessions. Learning Services staff use data from the customer research to identify the objectives that will deliver the customer value packages, and these then form the basis of the Learning Services Strategic Plan. The Strategic Plan is written in the format of the Balanced ScoreCard (BSC) with the four perspectives: Financial, Customer, Internal Processes and Learning & Growth, ensuring that all aspects of our operations receive attention so as to fulfill the customer value packages.[iv]

The objectives contained in the current Learning Services Strategic Plan, including the Library operations, are:

Customer Perspective

C1. Satisfy our customers
Contribute to the success of our customers and continually improve customer satisfaction by focused delivery of the selected value models, i.e. what they believe is important.

C2. Be First to mind
Develop our reputation and profile such that Learning Services is first to mind for assistance in teaching and learning within Deakin. We are the acknowledged leader, the provider of choice. Customers associate our products and services with excellence. Customers know, understand, value and use our services and resources.

C3. Extend our reach
Increase the numbers of people and levels of interaction with our services and resources.
Expertise, resources and systems of Learning Services underpin the University's knowledge management initiatives and strategic priorities.

Internal Processes Perspective

I1. Dramatically improve core processes
Dramatically improve the efficiency and effectiveness of core processes which deliver customer value packages.
Dramatically reduce the end-to-end time of key core processes.

I2. Continually improve productivity
Strive to improve productivity to achieve savings that can be applied to further enhance our productivity.

Learning & Growth Perspective

L1. Invest in people
Invest in selecting, retaining and developing our people in a supportive and innovative work environment, where they are recognised and rewarded for excellence.

L2. Strategy driven technology
Exploit new and existing technologies to maximise productivity and value.

L3. Living our values
Demonstrate commitment to our purpose and values through our daily behaviours, policies and practices.

Financial Perspective

F1. Maximise asset utilization
Continually seek ways to maximise the use of our assets and resources to deliver greater value to our customers and the University and minimise unproductive overheads.

F2. Develop beneficial partnerships
Maintain and seek beneficial partnerships that enhance our services and resources.

F3. Drive change and decision-making
Play a key role in the success of the University's planning and decision-making.
Ensure University decisions and directions are influenced by Learning Services' vision and requirements.
Ensure that sufficient funds are allocated to support our strategic priorities.

An important aspect of using the BSC framework is the focus on performance measurement. Learning Services is currently implementing the CORVU balanced scorecard software so that all staff can track our performance on a regular basis. I have to admit that we have struggled to identify the most appropriate measures to track our performance, but we are getting closer to having the right mix of lead and lag indicators so that we can identify problem areas (areas where our performance is not what we expect or desire) early enough so that remedial action can be taken before it is too late to have a positive impact.

The BSC representation of our strategic planning objectives and performance is a great way to share results and to aid communication, both to staff within Learning Services and also with our customers and stakeholders. The performance is displayed in a www format, linking the customers' values (from the customer research), with the Learning Services objectives and with the operational level strategies to action the objectives, and finally to the targets and associated measures of all units within Learning Services.

This very public way of displaying what we are trying to achieve, how we are going to achieve the objectives, and the actual performance is a great way of facilitating cultural change. Staff see how their individual contributions link to the overall goals of the organisation, how they must work as a team to deliver the customer value packages, and they learn to think in an end-to-end service model rather than simply focusing on their "small bit" of the business of Learning Services.

Roadblocks to Cultural Change

Despite the idealistic rhetoric here, the reality is that Learning Services is not perfect, by any means, but we are doing very well when compared to other parts of our University. The processes employed go a long way towards minimizing the impact of internal politics and personal egos, which can be significant blockages to change.

A major impediment to cultural change that was encountered was the gulf between the Library's preparedness to work within the customer discovery research and BSC framework and that of the other parts of the merged Learning Services. The Library had had four years of experience of working in this way, and the others were starting from scratch. Therefore, we experienced frustration from Library staff as we worked to bring everyone up to the same level of understanding. Library staff felt that they were standing still, and not progressing, while this was being done. There was jealousy towards the Library because of its very high reputation and standing within the University.

The next impediment was having all Learning Services staff understand the need to change. This was overcome, in part, by involving staff in the customer discovery workshops and subsequent analysis of results. However, there are still many staff who have not taken part in this process, and only over time will they have personal experience of listening to customers and accepting the feedback as the basis for action for continuous improvement. In the meantime, the staff "champions", who have been involved with the process, act as advocates with their work colleagues.

Centrally organised staff development activities, including Change Management training and Customer Service training, have been conducted. A large number of Learning Services staff have participated in these activities.

In the process of analysing results of the customer value feedback, and in the subsequent reviews of our core processes, it became apparent that we have a clash of professional cultures, with academic staff employed within Learning Services placing more emphasis on the researching, thinking and evaluation of actions, while those in the Library and in Learning Resources, in particular, more focused on action. By understanding that we are all involved in a chain of actions that lead to an outcome, a result, a service or product that is delivered to the customer (learner or teacher), we are better equipped to value our own differences and see how everything must fit together to deliver what the customer wants and values. It is slowly breaking down a "them and us" mentality.

There are also language differences and poor communication. Some words mean different things in different professional disciplines and we are trying to develop a common vocabulary so that there is clarity and understanding when we use terms. Poor communication is not new in any organisation, and especially one that is so geographically dispersed. We will never be perfect, but we are striving to improve communication amongst work groups and across campuses so that there is broader understanding of all parts of the organisation, and that information is available for all to interpret and use as required. There is extensive use of an Intranet to share information, and global emails to all staff keep people abreast of important news.

Finally, there are entrenched practices and past histories that impede cultural change. There is the potential for mistrust and misinterpretation based on past experiences. Only time and positive experiences will overcome this. However, by demonstrating success through high levels of customer and stakeholder satisfaction, we start to share "wins" and demonstrate the value of partnerships, which help to develop trust and shared, positive histories. Success breeds success.

Shared Staff Values

During 2001, the management team realised that it would aid our cultural change if we could go through a similar exercise as we had done with our customers, to understand what we value as individuals working in Learning Services. Research by St. Hubert Saint-Onge[v] indicates that by identifying shared values, and articulating these within the workplace, there is a great deal more synergy between different work groups. The glue, binding all aspects of a successful organisation, is Shared Values.

Over 170 Learning Services staff participated in facilitated workshops to identify the values that guide our behaviour at work. A small team took the results of these workshops and developed the final list of our core values. These are:

We commit to our colleagues and clients.
We take responsibility.
We willingly share knowledge and skills.
We connect ideas to action.

To be able to demonstrate that there was a strong and common set of values, within Learning Services, was very important. Despite the different professional backgrounds, we were one organisation, with common values and philosophies, delivering quality services and resources to the University community. At this moment, we are in the process of conducting workshops with each workgroup so that they can articulate, for themselves, in their particular situation, how these values will be demonstrated in the workplace. We are convinced that this process will go a long way towards breaking down the few barriers that still exist between the merged entities that make up Learning Services.

When I return to work from this conference, my management team will be considering the introduction of monthly workgroup awards that encourage demonstration of our shared values. This way we are hoping to internalise our values, constantly demonstrating that we consider these are important, and to reward staff who "walk the talk".

Moving On

I believe we have been successful in achieving cultural change. Staff are aware of our customers' values, are focused on delivering the customer value packages, and are proud of their own and their group's contributions to achieving these. There is a common framework to discuss work and we have improved the tracking of our performance.

Staff morale has been improved. There is a greater understanding of how all the bits of Learning Services fit together. There is less concern about future change, as rather than change being seen as a "bad thing", staff are empowered to make change because it improves our performance in achieving the customers' needs. They now understand the reasons for the change, and that the changes will have a positive impact on our customers.

As a result of the focus on customer needs, we have improved general management practices: Strategic Plans are "strategic"; operational plans link to the strategic plan; performance measurement tracking is used and reports on performance are available on the www for all staff to see; budgets (try to) follow strategic decisions; and skills audits and staff development plans are informed by our strategic directions.

The net result is that we enjoy a high reputation within the University for being customer focussed, for delivering what is required, and for demonstrating sound financial and staff management. This brings benefits to Learning Services when additional funds are required for projects or when budgets are being considered for cuts. Because we can link our plans and budgets to the direct needs of our customers, we have a far greater chance of gaining additional resources or surviving funding cuts. In addition, we have developed our reputation as expert service providers.

The cultural change has been profound, and is still ongoing. Given the environment in which we work, further significant change is anticipated. However, we look upon the future as an opportunity to deliver even better services and resources.

In some ways we have dared to be different. We have behaved more like a commercial business rather than like a university or traditional service organisation. However, it has been, and will continue to be, worth it.

"Behold the turtle, he makes progress only when his neck is out".
Confucius

---

[i] Alison Scammell, "The Bigger Picture: cultural change and the eLib programme", International Institute for Electronic Library Research, De Montfort University, Milton Keynes, UK http://www.ukoln.ac.uk/services/papers/bl/ans-1997/scammell/iap-html/tsld001.htm

[ii] Deakin University Strategic Planning Framework http://www.deakin.edu.au/vc/vc/strategic/strategic.php

[iii] The process is owned and facilitated by consultants, Austin Thompson and Associates, Sydney, Australia, who have been working with the Library, and now Learning Services, since 1996.

iv Robert S. Kaplan, David P. Norton, "The balanced scorecard: translating strategy into action", Boston, Mass., Harvard Business School Press, 1996.

[v] Saint-Onge, Hubert, "Creating a knowledge-driven enterprise", workshop notes, sponsored by Clarica, and presented in Sydney, Australia, July 4th 2001.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**140-108-E**
Division Number:	**II**
Professional Group:	**Geography and Map Libraries**
Joint Meeting with:	**-**
Meeting Number:	**108**
Simultaneous Interpretation:	**-**

'A Sense of Place': Map Collections in the British Library

Peter Barber

In the obvious sense, the 'place' of the British Library's Map Library presents no problems. It is in the Library's flagship building at St Pancras in London, with the reading rooms and offices on the third and fourth floors and most of its approximately 4.5 million maps in Basement 4. In a less literal sense, however, a 'sense of place' is central to the structural and intellectual problems of the Library's map collections as well as being, I hope to show, the key to the way forward.

Physical access: the reading rooms

In the past there has been no single authoritative centre or comprehensive point of contact for the British Library's map collections. This has led to understandable confusion on the part of our users. The 'Map Library', known in the British Museum days as the 'Map Room', is the descendant of the map section of the British Museum's Department of Printed Books and in most respects it is the heir to the British Museum's short-lived Department of Maps (1867-1880), though few readers can be expected to know this. Other sections, notably the Department of Western Manuscripts, Humanities and Rare Books, and Oriental Collections also have significant cartographic holdings, including some of what are generally considered to the be 'star items' such as the Rotz Atlas or the earliest printed Ptolemies. Until now these have been viewable only in their reading rooms and with little by way of back-up either in terms of reference material or on-site curatorial expertise. To complicate matters still further, western and oriental, manuscript and printed maps can be found in all sections, regardless of their official titles. Though such a situation is to be found in many other large libraries in Great Britain and throughout the world, it has made cartographic research in the British Library unnecessarily complicated. It has also meant that the spacious new Maps Reading Room in St Pancras, with its large desks, extensive reference library and open-access collection of maps, atlases and facsimiles is less used than it should be, while in other reading rooms a lack of sufficiently large tables has caused frustration to cartographic researchers.

Remote Access: catalogues

The same historical factors which led to a multiplicity of reading rooms where maps could be studied also led to a multiplicity of catalogues in which map records could be found. Each of the British Museum's and later the British Library's departments catalogued maps according to its own rules and according to its own priorities, which often meant that maps did not get catalogued at all. To complicate matters further, some of the catalogues continue to refer to maps and atlases held by the British Museum's Department of Prints and Drawings, though the British Library separated from the Museum over a generation ago.

To be fair efforts were made to bring the manuscript map collections together into one catalogue as early as the 1840s under the auspices of the Keeper of Manuscripts, Sir Frederic Madden and his assistant, John Holmes. This led to the publication of two volumes, with the appearance of the third delayed until 1960, though it had been completed a century earlier (and had not been updated). Apart from spasmodic efforts at collaboration, reflected in scattered entries for manuscript maps and for maps and atlases from the printed book collections in the evolving catalogue of maps held in the Map Room, further catalogue co-ordination was delayed until the late 1980s when the curator of manuscript maps was moved from the Department of Western Manuscripts to the Map Library. Compatibility of cataloguing standards was achieved, though only a few manuscript records were incorporated in the by-now automated principal map catalogue. Of greater immediate importance was the transfer of the funding for the purchase of manuscript maps from the department of western manuscripts to the Map Library, though for the sake of continuity the maps thus acquired have continued to be housed in the manuscripts' section.

An enormous step forward was made in the course of the 1990s, pushed ahead with characteristic gritty determination by my predecessor Tony Campbell. Well over 80% of the Map Library's collection and the contents of the nineteenth-century catalogue of manuscript maps was automated and, in collaboration with Primary Source Media, made available on a CD-rom which enjoys extensive functionality which enormously facilitates research, particularly in the history of cartography.

Much remains to be done, however. Some specialist catalogues of Map Library collections, for instance of the Crace Collection of maps of London, remain to be incorporated into the Cartographic Materials file while the cartographic holdings of other parts of the British Library, and particularly of the Oriental section (including the India Office Library and Records which only joined the British Library in the 1980s)are little known even within the British Library.

Access is also deeply unsatisfactory with the rate of technological change leading to raised user expectations to which we have not yet been able to respond. The Map Library's catalogue on CD-rom largely superseded a host of printed catalogues which had previously been regarded as setting cataloguing standards as they appeared from the 1820s onwards. Until about 1985, their availability in most large libraries throughout the world was considered to be the last word in accessibility. When it was published in 1998, the CD-rom was widely regarded as representing the last word in ease of access. Its retail price of £1500 has, however, led to few sales in a world that increasingly expects free access to all the British Library's cartographic holdings from one place, the computer in the researcher's study or on his or her lap or in the palm of his or her hand, by way of the internet. Indeed if there is no such access it leads all too easily to the assumption that the British Library has no maps - an assumption, as I discovered a couple of years ago, that was actually shared by some leading figures within the [British] Library Association!

Here we run into another problem - this time associated with the Map Library's place, and more generally the place of maps within the immensely larger whole of the British Library. It would cost no more than £7000 (approximately $10,000) for the automated cartographic files, which are now considerably more extensive than those on the CD-rom which are frozen in 1998, to be placed on the British Library's Public Catalogue (BLPC) which is available on the internet. The Map Library actually has this money available within its own reserves. Faced with a myriad of other automation projects, however, and the over-arching objective of creating a new, comprehensive library catalogue, the ILS, the British Library as a whole has necessarily had to set priorities and maps have not featured high in them.

The place of Maps in the British Library and of maps in the research environment

This leads us to other problems of 'place'. It has two aspects one organisational and the other relating to the intellectual positioning of maps. As a result of the recent re-structuring of the Library along service lines and the downgrading of senior curatorial posts within the British Library it has become more difficult for the voice of the Map Library to gain direct access to the highest-level decision-makers. Where previously the head of the Map Room or Map Library had considerable direct responsibility for all aspects of maps, from reading room delivery services, to conservation, storage and conservation, this is now shared with several other sections. While this has brought considerable advantages to the functioning of the Library as a totality, it has brought with it the downgrading of senior curatorial posts as they have been perceived as losing former responsibilities and budgets. In its turn this made it more difficult for the head of map collections to gain direct access to the highest level decision makers. In many cases, indeed, Maps are not even represented on the bodies responsible for formulating policy in crucial areas. The, while awkward and misleading, has not really been prejudicial - indeed it may even have increased the Map Library's freedom of action on a day-to-day basis.

Still more difficult has been the very concept of a 'Map Library' in the modern world which is perhaps reflected in the positioning of maps (with music and philatelic) in the American and European section of the Collections Directorate. It is almost a commonplace that maps have been all but abandoned by academic geographers, who have a tendency to denigrate them, and that business and commerce are interested primarily in GI and digital mapping. As yet map curators have not seriously tried to counter-balance this by calling on support from leading figures in the important academic disciplines, such as literature, social and political history and the history of art that have recently 'discovered' the value of maps, nor of law and the utilities for whom maps have long been essential. We have not been able to exploit the widely quoted statistic according to which 80% of information has a spatial element. Most striking or all, we have not so far mobilised those large segments the general public opinion which is evidently fascinated by maps in all their aspects: as aids, as art and as mirrors of mentalities and of past ages. The British Library's recent 'Lie of the Land' exhibition is widely regarded as having been its most successful to date and hardly a week goes by without the Map Library being approached by the media. Yet a library depoartment that proclaims its focus as being maps is liable to find itself besmirched by the taint of antiquarianism in a world whose governments increasingly regard history, in Henry Ford's words, as bunk. Bereft of its former godfather and grouped with stamp or postcard collecting on the periphery of the world of knowledge, a map library has no clear position on the map of learning.

Opportunies: a new place for maps

The radical re-organisation of the British Library following the appointment of Lynne Brindley as Chief Executive in 2000 has, with other factors, presented the Map Library with the chance to reposition itself and the Library's map collections. Despite the restrictive connotations of the Map Library's location within the American and modern European collections there has been firm support for the integration of the map collections. For the first time, the head of the Map Library is also, explicitly, Head of all of the British Library's map collections.

It is now official policy that maps from throughout the British Library should be made available in the Maps Reading Room where the relevant curatorial expertise, an extensive open-access reference library and - last but certainly not least - sufficient large flat surfaces for consultation are available. There has been substantial progress towards that goal. Since the opening of the new library building in St Pancras in

1998, readers have been able to order (almost) all printed atlases and most books from the Library's Rare Book section to the Maps Reading Room and discussions are underway to expand on this. Aided by the fact that the Manuscripts and the Maps Reading Rooms now share the same delivery team, almost all manuscript maps, medieval as well as modern, will soon be made available in the Maps Reading Room for consultation alone or side-by-side with facsimiles and related printed maps. It will even be possible for the rarest of manuscript maps to be ordered so long as the reader - as is the case even in the Manuscripts' Reading Room - can give good reasons for needing to consult the originals. Negotiations have begun with the Library's oriental section for its maps to be made available in the Maps Reading Room, though for logistical and staffing reasons, this would be more complicated. The Map Library in its turn has been trying to ensure that its holdings can be made available in other reading rooms so long as this can be done without damage to the maps. Of course maps from each section continue to be available in their own reading room.

The first priority for the Map Library continues to be to get the Cartographic Materials file mounted on the Internet as a part of the overall Library provision, the only problem remaining being one of timing. At the same time more strenuous efforts than previously expended are being made to co-ordinate map cataloguing and map care throughout the Library, with specific targets in these areas being agreed by consultation within every map holding section between local line managers and the Map Library. There is also closer co-operation over cartographic loans for internal and external exhibitions.

Side-by-side with this the Map Library is closely involved in the digitisation of some of its most important maps and views as part of the Library-wide 'In Place' programme funded by the New Opportunities Fund. Over the next two years this should witness the digitisation and release on the internet of the earliest, pre-1600, images of the British Isles drawn from the western manuscripts' section and the Map Library; of the Crace collection of historic maps of London; of the original early nineteenth-century drawings for the original Ordnance Survey of England and Wales and of the watercolours and aquatints from King George III's Topographical Collection.

Over the past year the Map Library has been repositioning itself intellectually. On the one hand it has been expanding beyond its traditional primary emphasis on antiquarian maps. It is now much more actively purchasing recent mapping such as, for instance, Soviet mapping of the world and national atlases as well as continuing to receive enormous disposals of recent mapping from the Ministry of Defence. In common with the other British copyright libraries, the British Library is now also receiving, making available and archiving the latest, digital Ordnance Survey mapping. CD-roms are being purchased in increasing numbers. Following the appointment of a curator of digital mapping who will be starting work at the beginning of September, we hope to move actively into the selection of cartographic websites for long-term archiving and into collaboration with other libraries in the acquisition of digital mapping. We shall also be keeping under constant review the possibilities of providing a GI service to our readers though at the moment this is not considered to be much needed nor, consequently, viable..

These changes form part of the wider long-term objective of transforming the Map Library into the British Library's centre of expertise on all aspects of place. This is primarily a response to the realisation that most of our readers regardless of background are interested in place, however expressed: whether through maps, views, travel descriptions, gazetteers or GI. With that objective in mind and while retaining the curatorial expertise in the fields of antiquarian printed and manuscript maps that distinguished the British Museum and later the British Library throughout the twentieth century, I would eventually like to recruit curators with expertise in travel and other written descriptions of place, such as gazetteers, and in views and visual topography. Their remit would be Library-wide and not confined to the Map Library. They would work on tightly-defined projects having as their aim the identification of material that has hitherto escaped most traditional book cataloguers' notice. We would hope to attract external funding for these posts - which could offer profitable returns to investors.

It is a development that follows on naturally from the development of a services-based structure within the British Library. Loss of administrative and other responsibilities puts the emphasis ever more strongly on the core aspect of curatorship that remains: the curator's unique knowledge of the collections and their intellectual context, usually allied with the ability to explain them in clear, simple terms. Moreover the removal of 'ownership', as traditionally defined, of their specific collection which is now shared out between numerous sections (preservation, operations as well as collections), brings with it the reciprocal chance of increased intellectual and managerial involvement throughout the Library's collections - to the long-term benefit of all our users. Bit by bit, Maps in the British Library are finding their place.

Peter Barber
August 2002

IFLA GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**131-109-E**
Division Number:	**VI**
Professional Group:	Preservation and Conservation
Joint Meeting with:	-
Meeting Number:	**109.**
Simultaneous Interpretation:	-

UK national preservation initiatives

Helen Shenton
The British Library
London, UK

---

1. Introduction

2. Political landscape

3. Political cultural scene
3.1 Strategic bodies with a preservation remit directly funded by UK-government

4. Developments in the library and higher education sector
4.1 Bodies with a preservation remit funded by the sector itself
4.2 Strategic developments in the library and higher education sector
4.3 Examples of collaborative preservation initiatives
4.4 Examples of collaborative preservation projects

5 Developments in UK funding

6 Conclusion

1. Introduction

The speakers in the session were asked to address a number of questions. This was in order to explore the concept that "*it is necessary to agree on a common national policy to give priority to the preservation of specific national heritages to make preservation of printed, written and electronic material feasible on a global scale*".

We were given a number of questions to be answered or topics to be addressed. These were;

- Does or would your country/government/national library support the above statement?
- What kind of national preservation initiatives have been developed in your country so far or which plans are under development?
- Who took the initiative and why? If it failed why?
- What's the organisational structure behind the implementation of a national plan?
- Where does the money come from? Central/local government sponsors, institutions?
- What initiatives were taken by whom to get this topic on the political agenda and what were the considerations from the government to create a budget for implementation?
- Is there a co-ordinated effort between different memory institutions: archives, libraries, and museums? Does it work? If not why?
- How can we collaborate on an international scale? Who takes care of important English collections outside the UK etc? How is duplication of effort to be avoided? Do you participate in international registration services (EROMM, RLG, LAROMM etc). How is this co-ordinated a national scale?
- Do you fully depend on commercial services for microfilming, deacidification etc in your country or region; or have you made other arrangements?

This paper takes the form partly of a snapshot of UK preservation initiatives as at September 2002 and plans for the next 3-5 years and it partly takes the form of analysis, comment and observation based on the questions that speakers were asked to address. This is from the perspective of a national library, namely the British Library, which helped found and helps fund some of the preservation bodies that are not funded directly by government.

Some key initiatives and some key documents are highlighted as a picture of now ar[illegible]he next 3-5 years. The political imperative and strategic direction are outlined, and the salient features, the current and declared future work plan, national preservation programmes, funding sources, and practical help available to everyone such as advisory and informational services (including good examples of useful publications, edited e-mail lists) are reviewed.

The paper concludes with some analysis of good models, some comment on why things do and do not work and where there are gaps. This is restricted to the UK mainly, with some reference to European, Australian and US initiatives, and mainly from libraries' perspective.

2 UK political landscape

Firstly, a definition of the UK and the implications of the defining political feature of devolution. In 1999 the Scottish Parliament was established. In 1999 the Welsh Assembly was established. In 1999 the Northern Irish Assembly was established. The Parliament of Ireland (Houses of Oireachtas) has been in existence since 1922. There are eight new mayors in cities and towns around the UK, including for the first time, a Mayor for London, and four more elected mayors are planned. The move towards devolved government and towards increased regionalism is one of the major defining features of the UK political scene.

The Comprehensive Spending Review announced by the UK government in July 2002 for the next three year's allocation to all ministries, included a £257million per year increase for the Department for Culture, Media and Sport, under which the British Library comes. The major increase was for the Department for Education and Skills of £12.8billion over the next three years, which covers the higher education library sector. How this additional funding will be allocated to individual institutions, such as the BL and higher education institutions, is not known yet.

The snapshot of UK initiatives as at September 2002, starts with those directly funded by the UK government.

3 Political cultural scene

3.1 Strategic bodies with a preservation remit directly funded by UK-government

- **Resource**

The main body directly funded by the UK Government is Resource, the Council for Museums, Archives and Libraries. It was established in April 2000, through the merger of the Library and Information Commission and the Museums and Galleries Commission. Whilst it is directly funded by the UK government through the Department for Culture, Media and Sport, its remit covers primarily England. It is a strategic body that "seeks to forge closer links between the museum, library and archives sectors" underlying all of which is the need "to promote cultural diversity, audience development and social inclusion".[1] This reflects the current Labour government's agenda. The other major Government policy it reflects is regionalism, meaning an increased devolution of power to the regions. Regional agencies (for museums, archives and libraries) are to be established in the nine English regions, with a network of proposed regional 'hubs' consisting of one museum and gallery service with up to three partners. The relevance of these so-called 'hubs' in the context of this paper is that they will be leaders of regional museum practice, including preservation and conservation practice.

There are several strategic strands within Resource and the main one for preservation originally came under the Stewardship Strategy. This has now become the collections management strand as articulated in the recently published 'Collections Management. Preserving the Past for the Future' (July 2002).[2]

A principle feature of Resource's remit is that it crosses the different heritage and memory institutions of museums, libraries and archives. The Collection Management document recognises that there is " great deal of common ground and growing evidence of collaboration across the sector[s] despite the distinctive approach to stewardship identifiable in each of the three domains".

The main aim of the Stewardship programme is "to develop a framework, co-ordinated by Resource, which will deliver improved collection management across the sector" and has '"set up a Collection Management and Development Group comprising key funders and practitioners, to advise on and co-ordinate the work".

There are eight areas of activity; the first four are underway and the other four represent the core plan for the next three years.

They are

(A) Increasing funding opportunities

(B) Developing a standards-based approach

(C) Ensuring an adequate supply of staff and skills

(D) Increasing use of Information and Communication Technology (ICT)

(E) Mapping the Distributed National Collection

(F) Developing the framework for the Distributed National Collection

(G) Ensuring high standards of collections management

(H) Raising awareness of the importance of conservation and collections management

The idea of a Distributed National Collection is a key feature of current cultural and information strategic thinking in the UK. It resonates, for example, with the DNER (Distributed National Electronic Resource) in the further and higher education sector. DNER is the 'networked environment that provides UK further and higher education with a range of digital collections and advisory services to support their use ... in other words it will bring together the various resources and collections funded by JISC, the Joint Information Systems Council[3](The Joint Information Systems Committee promotes the innovative application and use of information systems and information technology in further and higher education across the UK). In the case of Resource, what such a national collection is and how it is managed and preserved are not answered yet. Mapping exercises to define the national collection will be the first step.

A couple of illustrations from the Stewardship Programme under E-H highlight the new elements for collection management. For example, under 'ensuring high standards of collections management' there is a project to analyse the relative costs of disposal, active preservation and passive storage of collections'. Another project is to research the costs and benefits associated with the disposal and de-accession of unwanted material and the avoidance of unnecessary duplication. Whilst reiterating that Resource's remit is across the three domains of archives, libraries and museums, this area is particularly pertinent to libraries in the light of the Nicolson Baker controversy about disposal of newspapers after microfilming.

The two major, political features of the increased importance of regionalism on the one hand, and the concomitant view of a national collection shared across the country on the other hand, are translated into preservation in the following way;

- By developing with national and regional partners a standard methodology to map the quality of collection management and care, and identify preservation needs in all three domains.

- And to support the completion of comprehensive surveys such as National Preservation Office's National Register of Preservation Needs.

This further translates into practicalities, such as looking into setting up a national collections management advice centre, providing advice and support across the domains. Another particularly useful example is the recent publication 'Benchmarks in Collection Care for Museums, Libraries and Archives'.[4]

'Benchmarks in Collection Care for Museums, Libraries and Archives'
This publication is essentially a self-help checklist. It describes the elements of caring for collections, such as buildings, security, storage, handling, exhibitions, environment, conservation, surrogacy, emergency preparedness. It then defines basic practice, good practice and best practice in a clear and realistic way for each of those elements. So, for example, for

Environmental Control and Monitoring

- Basic practice
  The bulk of the collection is to protect it from extreme environmental conditions

- Good practice
  A programme is in place to measure relative humidity, temperature and light levels

- Best practice
  Appropriate environmental conditions are established for all items according to their requirements

By self-assessment against the different levels of basic, good and best practice, it shows an institution's areas of strength and where improvements are needed, thereby helping to prioritise resources and providing a practical framework for measuring future progress. It is a very useable, practical, pragmatic self-help tool, available from Resource publications or in pdf format.

- **UKOLN, mda**

Within this section of government-funded agencies, UKOLN and mda should also be mentioned. UKOLN (UK Office for Library and Information Networking) is a national focus of expertise in digital information management. It provides policy, research and awareness services to the UK library, information and cultural heritage communities. mda (formerly the Museums Documentation Association) gives advice to people about documenting collections and the information that goes with them. They are both largely funded by Resource (for example, UKOLN is funded by Resource, JISC, EU project funding and the University of Bath.) The mda has just launched a portal, piloting a web front database driven structure as a 'first step in providing easily accessible and quality-assured information, advice and support for people working with collections'. This could become, or be part of a network providing, the "one stop shop" advisory centre (whether real or virtual) for Stewardship as highlighted by Resource.

4 Developments in the library and Higher Education sector

4.1 Bodies with a preservation remit funded by the sector itself

- **National Preservation Office**

The National Preservation Office is not directly funded by government. It was established by the British Library Board in 1984 in the light of a report which highlighted an urgent need for preservation policies in libraries, a need for preservation training and a need for a national advice and research centre. It is currently funded by contributions from the six copyright libraries of the UK and Ireland, the Public Record Office, the Public Record Office of Northern Ireland, the National Library of Ireland with additional support from CONUL (Consortium of National and University Libraries) and SCONUL (Society of College, National and University Libraries). The majority of the funding comes from the British Library including accommodation within its building at St Pancras in London.

The NPO has just entered a new three-year funding period with a revised remit to 'provide an independent focus for preservation of, and continuing accessibility to, cultural heritage materials held in libraries archives and museums in the United Kingdom and Ireland'.

The objectives for the NPO from 2002 to 2005 are;

- To engage proactively in forging relationships with other agencies in the active development and implementation of national strategies for collection care in a cross domain environment

- Provide information resources to support the management of preservation and conservation care

- Effect a standards based approach to managing preservation and collection care through training and education

- Engage proactively in the development and support of initiatives for collection care undertaken locally, regionally, nationally and internationally

- Use available opportunities for research and consultancy to effect improvements in the knowledge of, and resources for, preservation management and collection care

- Widen the funding base

Therefore its new three-year remit encourages cross-sectoral elements, contributes to national preservation strategy via Resource's work programme, working increasingly in collaboration with other bodies, for example, Resource and the Digital Preservation Coalition. Along with other organisations in the public sector, the NPO is developing fee-based services to enable it to continue to provide free advisory services. An interesting point to debate is where on the spectrum between public good for the preservation of all and fee-based and/or cost-recovery does, and should, the NPO and similar organisations in other countries come.

The NPO has an increased emphasis on its practical, advisory and information role, and is reviewing its preservation information provision. Examples of its practical outputs are its annual conference (last year on Integrated Pest Management with English Heritage and the Science Museum; this year it will be on Managing Library and Archive Collections in Historic Houses). The NPO produces useful leaflets and publications, ranging from simple advice on Exhibiting Archive and Library Materials to a digestible synthesis of reports on digital preservation.[5]

Preservation Assessment Survey

A valuable, practical product in the context of national preservation initiatives in the UK, is the NPO's tool entitled Preservation Needs Assessment. This is a survey method for assessing the preservation needs of any library or archive collections. As part of the income-generation strategy for the NPO, this is available for purchase and consultancy and it a very practical, pragmatic, useful way of measuring what the condition of any collection is and what the highest priority preservation actions should be. As part of the national strategic and 'public good' element, these surveys are building up a picture of the preservation needs in libraries and archives across the country. Having been involved in its design and testing, the British Library is committed to using the survey to give an objective picture of the condition of all the collections.

In the next year, the NPO's surveys will be more targeted to create a national picture of the UK's preservation needs, linking in to Resource's mapping work of national distributed collections and the conservation and preservation needs of those collections. This is strategically in order to lever funding for collection care, having quantified and proven the need.

The Preservation Assessment Survey (PAS) works by selecting and surveying a sample of 400 items, which provides a statistically reliable report. It factors in condition, use, value and environmental conditions. To use the method an institution selects a random sample, either from the whole of its holdings or from a selected part. Each item is assessed using a simple two-sided form that asks questions relating to the preservation of the item and examines the condition of the item and records any damage to it. The database structure developed by the NPO organises the data to provide pre-set reports. The database can also be interrogated to provide specific local information.

Preliminary analysis of the 20 surveys so far carried out using the NPO survey method, reveals that in terms of condition and usability of the collections assessed;

Good	57%
Fair	34%
Poor	7
Unusable	2

Combining the 'good' and fair' categories to indicate stable collections and 'poor' and 'unusable' to denote unstable collections, then 9% can be considered unstable. Of all the aggregated data so far, 78% of collections record some elements of damage, and 22% are undamaged.

Preliminary findings from the 20 surveys to date also shows that on a scale of 1-5, with 5 being the most severe, the majority of collections are in preservation priority band 2 (60%). 10% are in band 1, 23% in band 3, 5% in band 4 and 0 in band 5. The most pressing issues emerging are that environmental standards and a written disaster plan are the least satisfactory elements.

Of the 20 surveys, just under half were libraries, just under half were archives, and the others were museum collections. Statistically, in order to get a national picture of the preservation needs of all UK libraries and archives, it will take 111 surveys (with about 90% confidence). Therefore, as well as its consultancy service providing training for the preservation needs assessment to institutions which approach the NPO, it is seeking about £100,000 for a funded programme to complete 111 surveys by the end of 2005. That way, with this database, it will have a national picture of the preservation needs of UK libraries and archives, to feed into a national preservation strategy.

A practical example of the NPO's support for a potential national preservation programme, is its involvement in INFOSAVE a project looking at potential collaborative mass deacidification in the UK.

INFOSAVE
INFOSAVE started as a joint initiative from the Public Record Office and the British Library in November 1999. The original steering Group, which included representatives from major UK libraries and archives, made a successful application for funding for a project consultant. The feasibility study was led by the National Library of Wales. The primary aims of the first phase was to explore the current attitudes and understanding of mass deacidification, to map out a collaborative approach to solving the problems caused by acidic paper and to look at the possibility of establishing a mass deacidification facility to serve the UK and Ireland. The first phase produced the report "The Enemy Within! Acid Deterioration of Our Written Heritage" in March 2001.[6]

Two further phases followed. Phase 2 recommended the extension of the survey format to a separate regional project to demonstrate the need for deacidification amongst archives and libraries. A pilot group in the South of England, representing library and archive collections at the Public Record Office, the London Metropolitan Archives, the Wellcome Trust, the Royal Botanical Gardens, Imperial College and the British Library, collectively analysed the amount of their collections which were acidic and would benefit from deacidification. This pilot finished in December 2001 and it also very usefully showed the practical issues of collating such information. Phase 3 has been significant in that funding was provided by Resource and so brought the project within the national stewardship strategy. A sample batch of library and archive material has been treated by seven commercial deacidification companies and is currently undergoing testing for process effectiveness at University of Manchester. A timetable and methodology for phase 4 are currently being planned.

The sizeable experience of deacidification programmes and collaboration in Switzerland, US, Canada, the Netherlands etc is being applied to the INFOSAVE project. As an observation, the subject of deacidification is very much conducive to collaborative preservation, particularly on the national level when national libraries and national archives are involved.

- **The Digital Preservation Coalition**

The Digital Preservation Coalition was founded recently in the UK as a membership organisation to promote the urgency of the preservation of digital material. The key point is that it was founded and funded by concerned institutions and organisations, notably JISC (Joint Information Systems Council), the British Library, the University of London Computing Centre, CURL (Consortium of University Research Libraries), the National Archives of Scotland and OCLC (Online Computer Library Center Inc) and the

Public Record Office. The membership is growing, for example, with Resource and most recently the e-Science Core Programme. The Digital Preservation Coalition is not funded directly from government.

The Digital Preservation Coalition was launched earlier this year, with the aim of securing "the preservation of digital resources in the UK and to work with others internationally to secure our global digital memory and knowledge base". In order to achieve this aim, the Coalition has a number the long-term goals, which range from producing and disseminating information on current research and practice and building expertise amongst its members to accelerate their learning and generally widen the pool of professionals skilled in digital preservation, to advocacy and lobbying for funding to secure the nation's investment in digital resources and ensure an enduring global digital memory.

Particularly pertinent to the theme of national initiatives, are the goals to provide a common forum for the development and co-ordination of *digital preservation strategies in the UK* and to forge strategic alliances with relevant agencies nationally and internationally, and working collaboratively together with industry and research organisations, to address shared challenges in digital preservation

The programme of work of the Coalition operates on four levels

- Activities undertaken individually by member institutions
- A core set of activities of common interest and benefit to all its members supported by resources from its membership and sponsoring bodies
- A series of collaborative projects which would be taken forward with project funding drawn from a variety of sources
- Through the Coalition, its member and strategic alliances, promoting developing and implementing a national infrastructure of services and training for sustaining access to and preservation of digital resources

So what does it do? The launch at the Houses of Parliament generated a lot of publicity, as part of its advocacy and awareness-raising role. The DPC holds forums, most recently an industry forum with software, hardware, pharmaceutical businesses, out of which the work plan for the Coalition is emerging. For example, the need for a software repository was identified as an urgent need by memory institutions, by industry and by bodies such as the British Computer Society, as were the need for realistic cost models for the preservation of electronic material. The first, simple step towards the co-ordination of digital preservation strategies in the UK will be the posting by members on the web-site of their current individual strategies

It might seem anomalous or even counter-intuitive, that at a time of general convergence and cross-sectoral elision, that a new organisation be set up. The key point about digital preservation is the urgency and a specific, focussed coalition can concentrate attention and advocacy for a while. Ideally, and in time, there will be integrated preservation on all fronts There are links to traditional preservation, for example with a Memorandum of Understanding with the NPO.

Digital preservation is a subject area that is particularly conducive to international working. This ranges from advocacy and lobbying such as the CDNL (Conference of Directors of National Libraries') petition on digital preservation to UNESCO to collaborative research such as the CAMELEON project on emulation, based in the Universities of Leeds and Michigan. In the case of the DPC, indeed the remit is for 'national …in an international context'. There are multiple strands of international initiatives in digital preservation which the DPC is linking in with - from an Expression of Interest to the EU's 6th Framework for a European Web Archive, to the Library of Congress's DNIPP (the National Digital Information Infrastructure and Preservation Program).

A couple of very practical outputs of the Digital Preservation Coalition so far are the Digital preservation e-mail list and the publication of 'Preservation Management of Digital Materials. A Handbook'.[7] The Digital preservation e-mail list, is a filtered list of news and developments in this area and is one of the most useful and informative lists (http://www.jiscmail.ac.uk/lists/digital-preservation). Again, there is international context, with its links to the information on the Australian PADI site.

'Preservation Management of Digital Materials. A Handbook'
The Handbook was written as a very practical guide for anyone embarking on, or already grappling with, the preservation management of digital materials. It covers the topics from high-level preservation strategy to practicalities of intellectual property rights, authenticity and preservation options. Different chapters are specifically recommended for different audiences, ranging from digital content creators and publishers, to operational staff and senior administrators. The Handbook was written in conjunction with practitioners, so has useful tools such as 'decision-trees' to help in the selection of digital materials for long-term retention. The references at the end of every section are helpful and are updated on the web version.

4.2 Strategic developments in the library and Higher Education sector

Research Support Libraries Group
The Research Support Libraries Group comprises the four UK higher education funding bodies and the three national libraries. It is a new strategic advisory group, chaired by Sir Brian Follett, established to advise on the development of a national strategy to ensure that UK researchers in all disciplines have access to world class information resources. It is working on a national strategic framework and mechanisms for promoting collaboration in, and integration of the development and provision of library collections, their long-term management, and services to support research

Part of its remit is to develop a UK-wide strategy for preservation, including digital preservation to support research and scholarship alongside the preservation of printed materials, and the requirements for technical capacity.

The Group will publish its findings in the autumn. From a broadly preservation perspective, it already looks unlikely that collaborative storage is feasible.

4.3 Examples of collaborative preservation initiatives

SCOLD
The Standing Committee on Legal Deposit of the six copyright libraries in the UK and Ireland established a preservation group, SCOLD-Pres chaired by the Bodleian Library Oxford, with an ambitious remit to facilitate and enable collaborative preservation among its members. This has looked at the feasibility, and practicalities of the six copyright libraries sharing primary preservation responsibility between them. SCOLD has commissioned a closer analysis of how this might work, such as the practicalities of sharing information through non-aligned documentation systems.

SPIS
Shared Preservation in Scotland aims for shared responsibility on a voluntary basis for preservation and retention of research level collections throughout Scotland. Stage one identified the elements of a shared preservation programme and stage 2 investigates how it would work.

4.4 Examples of major collaborative UK preservation projects

Mellon Microfilming project

The Mellon Microfilming Project was a major national co-operative programme of preservation microfilming in the UK, funded by the Andrew W Mellon Foundation of New York from 1988 to 1997. The programme was managed collaboratively by a Steering Committee, chaired by the NPO and including representatives of the BL, the National Libraries of Wales and Scotland, Cambridge University Library, the Bodleian Library and Trinity College Dublin. A programme of microfilming, which included manuscript collections, trade journals and monographs and 19th century fiction, was carried out in the partner institutions, while grants totalling over £1 million were awarded for preservation microfilming in 13 other UK institutions - categories of material here included monographs, periodicals, tracts and pamphlets, and directories. Over 12,500 reels of high quality preservation microfilm were produced, the profile of preservation microfilming was raised and standards for preparation and filming practices were developed and promoted. Preservation microfilming is now an accepted preservation medium in the UK and the manual of the Mellon Microfilming Project, recently revised by the NPO as the *Guide to Preservation Microfilming*, is the recognised standard. It is unlikely that progress on this scale would have been possible without a collaborative national approach or large-scale external project funding.[8]

NEWSPLAN

An example of a major, collaborative preservation project within the library sector is NEWSPLAN. NEWSPLAN began in 1986 as a national programme for the microfilming and preservation of local newspapers and making them accessible to users. It involves public libraries, record offices, national libraries and the newspaper industry. Initially led by the British Library, with local input in kind and a contribution to filming, NEWSPLAN has now achieved a local and regional momentum which resulted in a successful bid in 1999 to the Heritage Lottery Fund. The collaborative approach enabled the development of a more powerful voice for fundraising than could have been achieved by institutions and organisations acting alone.

The aims of the NEWSPLAN 2000 Project are

> To preserve 1,700 rare or fragile local newspaper titles held in libraries, archives, universities and publisher's offices throughout the United Kingdom.
>
> To create archival microfilm to preservation standards.
>
> To provide one copy of each film to the appropriate local library, without cost.
>
> To distribute microfilm readers and reader printers for users in libraries throughout the UK at minimal cost.
>
> To store the master negative microfilm created by the Project to archival standards.
>
> To catalogue each newspaper to national and international standards

The project will include 1,700 newspaper titles, 100,000 reels of microfilm, 3,000 volumes of newspapers and 65 million pages of newsprint.

In March 2000, the NEWSPLAN 2000 Project was formed under the control of NEWSPLAN 2000, a company registered as a charity. The company administers the Project under the control of a Board of Trustees formed from each of the ten NEWSPLAN regions of the United Kingdom and other interested parties. The NEWSPLAN 2000 Project operates from premises made available by the British Library at the Newspaper Library in Colindale. In April 2000, the Heritage Lottery Fund made a conditional award of £5 million to support Stage 1 of the Project. The award granted the Project a twelve-month developmental stage, referred to as a foundation year, leading to the application for a full Stage 2 pass in 2001. At the request of the HLF, it was agreed that 75% of newspapers to be microfilmed would be supplied by the British Library Newspaper Library.

In September 2001 the HLF agreed £5 million funding for Stage 2 of the project, together with £1.3M from the UK regional newspaper industry and £1.5M from libraries in in-kind support for the servicing of newspaper files prior to microfilming. In October 2001Microformat (UK) Ltd were awarded the microfilming contract for the Project to microfilm 1,700 newspaper titles from March 2002 to June 2004. The first title to be preserved by microfilming by the NEWSPLAN 2000 project is The Armagh Observer (1944-50).[9]

Since 2000, NEWSPLAN has also organized the Fourth National NEWSPLAN Conference: on preservation topics and the UK and Ireland NEWSPLAN Panel has met twice a year. The Panel has recently commissioned a survey of newspaper use in libraries throughout the UK and is currently engaged in drafting a set of guidelines on the retention and storage of local newspapers and microfilm by libraries.

5. Developments in UK funding

Funding for the preservation, conservation and care of library collections in the UK is diverse and patchy, in that there are many sources ranging from private Trusts to publicly funded grants. Increasingly there is a bidding culture in the UK, which both encourages and enables shorter-term projects.

Heritage Lottery Fund

A major feature within the UK over the past few years has been funding available from the national lottery. This is distributed via different agencies most notably for the cultural sector the one-off Millennium Fund and the continuing Heritage Lottery Fund (HLF).

Since 1995 when it began, HLF has awarded 459 grants to the area of Documentary Heritage, which is 9% of all grants. These have been worth £137,512,201 that is 7% of the total expenditure. This is for all the UK and is for all aspects of the documentary heritage, from purchase to cataloguing to preservation. An interesting comparison, given the theme of cross-sectoral working, is that in the same period, Museums were awarded 1,021 grants which is 20% or a fifth of the total, amounting to £743,662,676 and 36% or just over a third of the total spend.

It is difficult to analysis the figures precisely for comparative influence of the preservation and conservation of the documentary heritage and other areas of the cultural heritage. Generally, archives and libraries applied for less and were awarded less than museums and galleries, and we can debate the reasons for that endlessly. The figures are difficult to analyse as well, since there are indirect preservation improvements, for example from building projects for libraries and archives, as well as direct preservation benefits from the awarding of grants to conserve library and archive collections.

Whatever the financial analysis, the impact of lottery funding has been huge and the influence of HLF funding up to today has taken several forms. The most fundament point is that there has been an additional source of funding for conservation of library collections. Other aspects of its impact range from increased contract work for conservators (carrying out condition assessments of collections and carrying out the conservation work itself) to a consequential increase, generally, in the museum sector, of private conservation.

The impact in the digital arena has been substantial, with schemes such as the 'New Opportunities Fund' award for collaborative digitisation projects. For example, the British Library is the recipient, has been awarded £3.25 million to digitise some 100,000 images from its collections on the theme of 'In Place'. A website exploring life in the UK over the past millennium with be created with images from maps photographs, illuminated manuscripts, newspapers and Victorian ephemera, together with recordings of UK wildlife, oral history and recordings from Africa and Asia. The partner organisations are the Royal Photographic Society and the Universities of Portsmouth and Strathclyde. The impact of this award in preservation terms is that even if the items do not require conservation, the resulting digital objects require managing. The implications for digital preservation, or digital asset management, are substantial.

This reflects the HLF's influence over the last seven years up to now. In the future, looking at HLF's Strategic Plan for the next 5 years to 2007[10] there seem to be two key developments in the direction of HLF funding which could have an impact on the care of collections, namely;

- 'supporting projects based on heritage that is intrinsically intangible or ephemeral'
- 'encouraging training, including giving grants for volunteer training and encouraging apprenticeship placements in order to retain and develop conservation and special heritage skills'

These are indicators of the direction that this major funding source is going – away from major capital projects towards more emphasis on the intangible elements of ephemeral heritage (which could have an impact on, perhaps, digital preservation) and an investment in training in conservation skills.

6. Conclusion

Apart from these mainly UK-wide initiatives, there are European-wide preservation projects, ranging from the EU SEPIA (Safeguarding European Photographic Images for Access) project, to the BL hosting the Register of Preservation Microforms, to the current EU 6th Framework calls for expressions of interest. There is much potential for building on collaborations, such as the couple of US and Australian mentioned. There are huge possibilities particularly in the area of digital preservation, for example building on PADI and such as with DNIPP emanating from Library of Congress.

There follow some observations on features of current national preservation initiatives in the UK, around the questions that were posed at the beginning.

The concept of national distributed collections in both the traditional arena (Resource) and the digital arena (JISC and the DNER) and specifically higher education libraries (RSLG) is actively being examined, with an awareness of the practical problems of deep resource sharing. Concurrently, politically there has been devolution of the UK (with a concurrent rise in nationalism of Wales, Scotland and lately, England) and an increase in regionalism. The logical conclusion of distributed national collections is a distributed national preservation strategy to look after them.

There is more emphasis being placed on the 'intangible' whether it is the drive behind the establishment of, and focus afforded, to the Digital Preservation Coalition coming from concerned cultural memory bodies themselves, or the emphasis on the conservation of the 'intangible' in the Heritage Lottery Funds' future strategic plan.

The UK heritage arena is becoming more cross-sectoral, with the political mandate across libraries archives and museums of Resource. There are local examples for examples in the West Midlands. There is the political and pragmatic will for more collaboration in caring for collections. There are some national preservation programmes, such as the deacidification project INFOSAVE the newspaper microfilming project NEWSPLAN.

As of today, though, there is not one overarching national preservation strategy for the UK, but there are initiatives leading in that direction, emanating from Resource and linking to DPC and NPO etc. So, there is both fragmentation and convergence.

In addressing the question 'why do some preservation initiatives work?' an observation is that some subject matter is more conducive to national initiatives than others; disaster preparedness is one. In the UK one example is the M25 Consortium of Higher Education Libraries (within the bounds of the orbital motorway, the M25, around London) Disaster Management Group. Or the Regional Emergency Disaster Squad (REDS) established in 1991 co-ordinated by the East Midlands Museums Service

Deacidification is another subject area that seems to be particularly conducive, for different practical, political, technical and funding reasons – especially, it seems, when a national library and national archive are involved as in Switzerland, Canada, the Netherlands.

In addressing the question 'why do some initiatives not work?' it seems as if over-ambition, over-complication, poor timing, lack of political willpower are all factors. Collaboration costs; collaboration takes longer; collaboration can lead to compromise and dilution of the primary aim. Sometimes the core commonality and practicality is missing, for example, in the SCOLD project to look at shared primary preservation responsibility between the six UK copyright libraries, there is no shared documentation as a starting point.

At this moment in the UK there is not a National Digital Preservation Academy – but one is being mooted. There is not one sole register of surrogates, whether microform or digitised images, but there is the RPO and ERROM. There is not one overarching national preservation strategy for libraries linked into comparable international strategies, but there are many initiatives and elements feeding into a potential national preservation strategy in the UK, starting with mapping exercises of collections and the preservation needs of those collections.

---

[1] http://www.resource.gov.uk

[2] Re:source, The Council for Museums, Archives and Libraries (2002) *Collections Management. Preserving the Past for the Future,* London, Resource Publications

[3] http://www.jisc.ac.uk

[4] Re:source, The Council for Museums, Archives and Libraries (2002) *Benchmarks in Collection Care for Museums, Archives and Libraries. A Self-assessment Checklist,* London, Resource Publications, available in pdf format at http://www.resource.gov.uk/action/stewardship/benchmarks.pdf

[5] The National Preservation Office is at www.bl.uk/npo.

[6] Rhys-Lewis, J. (2001) *The enemy within! Acid deterioration of our written heritage*, BL Co-operation and Partnership Report 8, available at www.bl.uk/concord/proj99report1.html

[7] Jones, M and Beagrie, N. (2001) *Preservation Management of Digital Materials. A Handbook,* For Resource: The Council for Museums, Archives and Libraries. London, The British Library.

[8] Pilling, S and Kenna, S (eds.) (2002) *Cooperation in action. Collaborative initiatives in the world of information,* chap 6. Kenna, S and Shenton, H. *Co-operation in Preservation,* London, Facet Publishing.

[9] There's more information on the NEWSPLAN 2000 Project at http://www.newsplan2000.org/

[10] Heritage Lottery Fund (2002) Broadening the Horizons of Heritage, the Heritage Lottery Fund Strategic Plan 2002-2007, London, the Heritage Lottery Fund.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 134-109-E
Division Number: VI
Professional Group: Preservation and Conservation
Joint Meeting with: -
Meeting Number: 109.
Simultaneous Interpretation: -

Some thoughts on the race against time and inherent vice: Preservation program development in late 20th Century America

Mark Roosa
Library of Congress
Washington D.C., USA

Abstract:
This paper will trace the roots of the current library preservation movement and its evolution during the second half of the 20th century. It will also look at some of the contemporary shifts in thinking about preservation and changes in practice that are being explored by libraries. Finally the paper will draw some conclusions as to the scope of programs in future.

The notion that aspects of our material culture contain the seeds of their own chemical or mechanical destruction was not an especially new concept when taught by Paul Banks in his classes at Columbia University in the 1970 and 80s. After all, things do wear out over time, and, stuff falls apart. Still, the very idea that a valued cultural object - be it a statue, a book, or a film - if left to its own devices could though benign neglect eventually crumble to dust was and remains a disturbing prospect. This picture of disappearing culture was made all the more vivid when coupled with the notion that this could happen overnight, or at the very least, within one's own lifetime. The concept of racing against time and battling inherent vice and its effective use in raising public awareness and providing the basis for preservation planning and program development in academic and research libraries can in many ways be traced to two important events.

In 1966, the Arno River breached its banks sending millions of gallons of muddy water into the basements of libraries and museums throughout Florence, Italy. This catastrophe, served as a wake up call to scholars, librarians, and book lovers around the world that natural disasters could ,in a flash destroy, hundreds of years of our global patrimony. Those who descended on that Northern Italian city as waters subsided, to assist in the painstaking recovery of thousands of swollen books, muddy paintings, waterlogged pieces of furniture, and soiled paper and vellum treasures saw firsthand the very real devastation that water and time can have on the human record. [1] For those who were directly associated with this event and its aftermath, as well as those at home who read about it, and saw the news coverage on television, the need to race against time to rescue these endangered treasures, was all to real. And, it planted in our minds a warning that this could happen anywhere, anyplace, anytime.

A second milestone contributed to the genesis of preservation programs as we know them today. This was the confirmation that papers produced since the mid 19th century contained the seeds of their own destruction in the form of acids added at the time of manufacture. While it has been known for centuries that some papers are better than others, it was not until the 1930s that serious research was conducted into the acid agents in machine made papers. This research was brought to fruition by William J. Barrow and others in publications that appeared during the 1950s and 60s which focused on deacidification as a solution to the acid menace.[2] The destructive agents, principally alum rosin sizing and bleach, added to paper were a perfect recipe for disaster, or, as Robert McNeill so solemnly states in the 1987 film Slow Fires, a time bomb set to go off in the late 20th century. Viewers of this film were left with a sobering picture of millions and millions of books turning to dust on shelves in libraries across the nation. In reaction, a race to rescue these endangered resources was not only warranted, but crucial to the future of scholarship.

Libraries of all types and sizes were affected by the flurry of concern raised by these two events. Many took action by launching conservation and preservation programs and departments. These early programs emphasized a small group of loosely related vertical functions that frequently included: Conservation of rare and valuable book and paper assets from the special collections); Commercial Binding of general collections materials, following common practices of the trade) Microfilming, for brittle materials using a technology that had been invented and used primarily for record's management until the 1970s and 80s when it was adapted for used for preservation purposes. Along side of these technical functions, much attention was paid to Emergency Preparedness and many institutions developed emergency response plans modeled around fire or flood scenarios. [3]

The preservation literature of the 1970s and 80s underscored libraries' intense interest in these issues. Of note are the brittle book surveys conducted by the Library of Congress, Yale University Library, and the Stanford University Library, and case studies in disaster response and recovery from Stanford, the Corning Museum of Glass, and the Los Angeles Public Library. As might be expected, several important book and paper conservation programs flourished during this time several of which were staffed by individuals who had served on the front lines in the Florence flood recovery, including Don Etherington and Peter Waters, who headed the conservation lab at the Library of Congress, and Paul Banks who led the conservation program at the Newberry Library.

Conservation and preservation education in the U.S. and library preservation programs began to develop in tandem. Programs at the larger research libraries, such as the New York Public, Yale, Harvard, LC, Stanford, and Columbia University, began by the early 80s to reflect the common thinking of the day as taught at our countries first library conservation training program.

The Preservation and Conservation Training Program at Columbia University (now at the University of Texas at Austin) graduated its first class of preservation administrators in 1982 composed of individuals who were trained in preservation management and in some cases conservation treatment. The program has gone on to graduate 130 professionals, most of whom are working in preservation programs in U.S. libraries. Prior to this in 1972, the American Institute for Conservation of Historic and Artistic Works (AIC) created its Book and Paper Group to address the growing concerns of libraries and museums with collections in these formats. Today this AIC special interest group maintains the largest membership of all of the AIC groups.

The American Library Association's (ALA) Preservation of Library Materials Section (later changed to Preservation and Reformatting Section) also played an important leadership role by hosting numerous programs and facilitating committees and discussion groups devoted to preservation. The ALA meetings were and continue to be the chief venue for library preservation professionals to discuss approaches to preserving the written and printed word. In fact, ALA was instrumental in educating librarians about Commercial Library Binding and Preservation Microfilming and held professional institutes on both of these topics throughout the 1980s and 90s using guidelines and preservation standards which had by this time become codified for both sets of activities. These included Nancy Gwinn's book Preservation Microfilming (1987) , a host of more than a dozen ANSI/AIIM standards to guide microfilming, and the Library Binding Institute Standard for Library Binding, and a Guide to its use, both published in 1990.

Working closely with the National Endowment for the Humanities' Office of Preservation and Access, the chief federal funding agency for preservation microfilming, U.S. libraries devoted substantial resources to preserve endangered brittle collections on microfilm. By the mid 1990s it looked as if the race against time might be won, or at least we might be reaching some form of equilibrium in addressing the overwhelming preservation challenges that faced our libraries.

As preservation librarians raced against the villain of time, they also discovered along the way the curse of inherent vice extended beyond acid migration to the quiet chemical disintegration of films, videos, and sounds recorded on magnetic tape. The race to rescue these endangered materials took off when in 1980, Directors Martin Scorcese, Steven Spielberg, Francis Ford Copolla, and others cried out publically that the early color films on which many of their works were printed were fading. This led to the first wave of large scale restoration projects where producers, archives and studios joined forces to rescue color cinematic incunables, such as the 1927 silent film Napoleon (restored in 1979), and the 1930s classic A Star is Born (restored in 1981-2). A second trend also contributed to the preservation of our film culture during this time: the emergence of cable and video cassette markets, which inspired and motivated studios to restore originals for reissue via these distribution modes.

With books smoldering in their own acids, risks from fire and flood, commercial binders oversewing our books and journals, and films quietly fading to black, most cultural institutions had heard the call and had joined the race to help in some way rescue the tangible and intangible aspects of our written, printed, and recorded culture. This was especially true in libraries.

By the late 1980's preservation programs existed in most ARL libraries. A consensus was beginning to emerge as to how balanced programs might look and operate in various types and sizes of libraries. These programs usually contained a broad set of interrelated preventive and remedial activities. A typical program of this period might, for example, devote resources to the following activities to care for its printed collections:

Commercial Library Binding (by now carried out using the LBI preservation Standard)
Conservation (for rare and valuable items, staffed by a trained professional)
Emergency Preparedness (including a written plan of prevention and response)
Brittle Book Replacement (to review brittle books and reselect or reformat them as necessary)
Staff and User Awareness (educating folks to handle materials properly)

Environmental Control (to make certain stack conditions are stable)

It was during the late 1980s that the notion of running a marathon against the ravages of time and chemical vice received a reprieve in the form of important work that was carried out at the Library of Congress and the Image Permanence Institute. Scientists at LC began to compile the results of artificially aged papers along Isoperm curves as a way of predicting life expectancies for printed materials stored under various temperature and humidity conditions. From this work, (the verification of which was underscored this year in studies that align natural aging of papers with artificially aged samples) LC scientists were able to draw conclusions about the benefits of cool storage conditions for organic materials.

Amid rising concern over a new inherent menace in film called the vinegar syndrome, researchers at the IPI began looking into the affects of temperature and humidity on acetate film. This important work, which built on ageing studies conducted at LC, and considered parallel research being conducted at the Manchester Polytechnic Institute, produced useful tools for preservation managers who, up to this time had been told that nitrate film was the stuff most at risk, not acetate 'safety film'. Following IPI's studies, and in particular the publication of the IPI Storage Guide for Acetate Film (1993) it looked like nitrate could indeed wait after all, and that maybe we could take a breather on the track to rescue, if we could provide the requisite cool and dry storage for these materials.

It was in large part the emergence of this new information that paved pathways to 'think different' about preservation program development. Data loggers that track variations in relative temperature and humidity to the minute are ubiquitous in libraries today as are programs for processing the data they collect. And increasingly this information is being used as the basis for collegial discussions between preservation professionals and facilities specialists, rather than as evidence of negligence.

The sound economy and good sense of cool and cold storage can't be denied. These conditions buy time for the weary runner and our collections, reducing by half the deterioration rate for every 10 degrees reduction in storage temperature. In practical terms, this means that if you move your copy of the New York Times or Shakespeare's Collected Plays from ambient room conditions of 70 degrees F and 50% RH to cool and dry conditions of 50 degrees F and 40% RH, you will be extending the life of these objects from 39 years to 211 years.

This new emphasis on developing strategies to benefit collections at relatively low per item costs became the focus of program development in the 90s and continues to be a driving force today. As the decade unfolds, one notes the frequency of 'collections conservation', 'batch treatment', and 'collection treatment' in the preservation lexicon.

Just as preservation programs in our research libraries were feeling that it might be possible to catch up with the backlog of printed materials in need of preservation and address in some fashion the influx of new materials in need of preventive preservation, digital preservation raised its unseemly virtual head. In fact, concerns about the impermanence of digital information had been simmering since the 1980s, but were brought into full public light by an article that appeared in the Scientific American in 1995 by Jeff Rothenberg entitled Ensuring the Longevity of Digital Documents. Mounting concern since that time in the academic, scholarly and library communities has produced a substantive and growing body of literature on digital preservation and a cast of players (such as the DLF, RLG, OCLC, PADI, CAMILEON, Digital Preservation Coalition, et al) who have advanced various promising models and approaches to preserving digital content. These approaches will be tested and refined in the years ahead.

LC entered the digital preservation arena when in 1998 our Librarian of Congress, James H. Billington invited a National Academy of Sciences panel to study the Library and prepare a report that identified what the Library needed to do to be ready for the digital future. A Digital Strategy for the Library of Congress, better known as LC 21, was released in 2000 and contained an excellent list of recommendations and suggested strategies for the library to consider to improve its digital preservation and access capability. In December of 2000, the Library received approximately $100M to begin this work under the aegis of the National Digital Information and Infrastructure Preservation Program. The goal of the program is to produce an infrastructure and program for preserving digital content that involves a broad cross section of public and private organizations and institutions that have a stake in digital preservation. An important element of the plan is the $75M that will be available to be matched by non-federal donations. The Library's initial status report to Congress is set for later this year.

It is difficult to assess the impact that digital preservation has had on the development of traditional preservation and conservation programs. Time this morning does not permit us to head off in this direction. Still, I would suggest that while resources earmarked for traditional preservation program development may have been swept away in the fever to mount digital demonstration and pilot projects in some of our libraries, that this may not have been an entirely bad thing. In fact it was probably just the diversion needed to stir us into reexamining the underlying tenets of our current preservation programs and begin to think seriously about the future.

At the Library of Congress, for example, the new issues surrounding preserving digital content have enriched the preservation debate, and, in a strange way, renewed emphasis on the importance of preserving printed materials. After all, if you don't take responsible care of the originals, there won't be anything to digitize. The advent of planning for the digital future at LC has, like the Hollywood studios, required that we also take new and serious steps to preserve and handle with great care our A/V assets so that they might be accessed and re-purposed in the future. For example, in the year ahead we plan to begin the mammoth task of cleaning, packaging, and labeling our voluminous sound and moving image collections before they are moved to a new audio visual conservation facility the library is developing in Culpeper, Virginia in 2004. We are doing this as a preventive conservation measure so that the sound and moving image recordings will be ready upon arrival and be safe and sound for any future use we envision.

On a programmatic level there are all sorts of issues that the digital future pushes to the forefront, including asset management, the need for research that addresses both analog and digital concerns, rights management, copyright as related to preservation actions, and a host of concerns that require broad, strategic thinking.

With discussions on how best to preserve digital content picking up steam, new solutions, such as paper strengthening and deacidification, available to preserve our printed records, and the fate of our analog culture in serious jeopardy,[4] it is more important now than ever to reevaluate the principles underlying our programs and develop capabilities and expertise to address the expanding technical, philosophical and administrative challenges that lie ahead. It may also be time to shift our focus from inherent vice as emanating from the physical objects themselves to risks posed by the broader environment in which our programs reside.

With the availability of cavernous, relatively inexpensive cool and cold storage facilities (such as those developed at Harvard University and at Ft. Meade, Maryland by LC) we can slow the rate of decay to almost negligible levels for all physical objects, be they paper, plastic or composite. This option enables us to select more judiciously and intelligently for preservation those materials that best match our user' s needs, including especially those needs which directly support our institution's strategic position. Of more concern in this new era is perhaps the inherent danger that comes from:

- the circumstances that surround the use of materials,
- their organization and description in library catalogs and their appearance on the web,

- the ways in which ownership and rights are managed,
- the development and use of responsible and technically sound practices for the copying of analog and printed materials to digital formats,
- the maintenance of safe digital environments, and
- the elegant migration of digital files to future platforms.

With the push many libraries are making to digitize, preservation programs have an opportunity to work more closely with curators and subject specialists to assure the care of original materials as they go through the scanning process. At LC, for example, all items scheduled for scanning undergo conservation evaluation and treatment first and then again following imaging. This has been a standard operating procedure for many years in our National Digital Library program.

The physical and chemical threats once considered our chief adversaries, recede further with the emergence of issues posed by the new research environment in which scholarly resources in digital form are the norm. Just as preservation and access have become more closely associated in the past decade of preservation program planning and implementation, the changes brought on by the digital future make these terms virtually indistinguishable. Physical exhibitions are sharing air time with digital exhibits, distance learning and remote access to library collections is becoming the standard for that which need not be transmitted in person, security is an increasing concern everywhere, and physical artifacts (rare books, maps, manuscripts, etc.) by virtue of their digital surrogates and variants, are taking on a new type of iconic, intrinsic value in addition to that assigned by monetary, associative and research value.
A case in point is the LC copy of the Gutenberg Bible, one of our institution's top treasures. It is a multi-faceted object with a fascinating history. Its value as a Bible is foreshadowed by its importance as the first product of an invention that was responsible for changing the face of modern civilization. Digitizing this book in particular creates a window of understanding into its importance in history that can be conveyed to school children, researchers, and citizens across the country. All of this adds value to the experience of the thousands who stream past the Bible as it rests in its climate controlled case in the Jefferson Building.

Like the Rolling Stones' Mick Jagger who posits the question, 'who wants yesterdays papers' it was unclear in the mid 15th century who in the future would want the 160 or so copies of Gutenberg's Bible that came off of his Mainz press. Or the 18 or so Shakespeare plays that appeared during his lifetime, or the first pressing of the LP on which this Rolling Stones song was first issued in 1967.

While the best crystal ball may be a rear view mirror, we can only select for preservation with the foresight afforded by our time. All the more reason we must do so making the limits of our charge known and seeking collaborations with trusted partners with whom we can assure that a sufficient representational cross-section of our cultural heritage is safely and responsibly protected for the future.

With the opportunity to add value to physical objects in our collections through digital access copies another set of preservation concerns emerge. These include not only assuring the safe handling of objects during the imaging process, but also assuring the correct handling of the bit streams of content and metadata following transformation. This extends to providing, through facility protection and environmental controls, a series of safeguards that protect the infrastructure of which the digital object and it derivations are but two manifestations.

We will continue for the next few years to reside in a transitional period with regard to technology development. There remains much to learn about how technology can be configured and approaches developed to meet both preservation and access needs of our present and future library users. Thus, the preservation programs of the future must be adaptive while still advancing the sound principles and practices that have served our programs well for the past half century.

In libraries today we are increasingly challenged to work both horizontally and vertically crossing traditional organizational lines and sharing information and knowledge with technology experts and content managers who reside in all parts of our organizations. An inevitable cross-pollination of skills, expertise, knowledge, and problem solving abilities reflective of the larger information universe emerges. As information providers and preservers of knowledge, we are challenged to consider how these trend can provide insight into the future.

Our 21st century preservation programs should mirror this changing landscape and the transformations that are taking place in libraries, museums, and other cultural organizations that face the challenge of preserving what they have while building new solutions to broaden access to off site visitors. In this environment, preservation programs have a vitally important role to play beyond caring for things to also caring for the access to knowledge. Bernard Reilly (President of the Center for Research Libraries), writes in the electronic journal First Monday [that], "in this new world, conservation means management. Hence the need to train a new generation of artists, curators, and librarians to appraise and broker knowledge and cultural resources, educate them in the basics of contract and relationship management, and teach them how to identify best practices for licencing and leasing. We have created on and off the web vast edifices of content, monuments of artistic achievement, in highly perishable digital form. The artists, curators, and librarians of the future will be responsible for building relationships necessary to afford and sustain access and cementing and documenting those access leases to guarantee their survival and insure the necessary future use and downstream rights."

Perhaps another important role is that which our preservation programs can play to link together communities within and outside our institutions who have a stake in preservation and access. So, for example, that we might better understand such things as end user needs, expectations and requirements . Above all, our preservation programs should be driving forces which responsibly guide and coordinate the art, craft and science of preservation. Instead, as in the past where technical functions drove work, our future programs must be both strategically and functionally integrated into our organizations and into the communities beyond the library. A 21st century program with these attributes might contain these elements:

1. Risk Management and Mitigation - to anticipate and prevent the full range of problems affecting collections, their storage environment and the preservation effort at large
- surveys and needs assessments
- emergency preparedness, response, recovery
- on and off site facility planning, construction and maintenance
- environmental monitoring and control
- integrated pest management
- hazard identification and risk reduction
- security

2. Physical Treatment - to carry out preventive and remedial physical treatment on objects and collections of objects
- contract management for commercial binding and deacidification,
- book, paper, manuscript, photograph, paper, vellum, newspaper repair consolidation, stabilization and housing
- exhibition preparation, loan, travel of objects

3. Copying - to replicate as much information as possible from a deteriorated original, or create from an original a copy for preservation, access, distribution

- paper, film, sound, moving image
- driven by best practices, scientific knowledge, standards
- digital, analog, hybrid
- informed by end user requirements
- contract management

4. Registration
- resource allocation and management
- documentation
- standards development and compliance
- supplies procurement
- contract development
- rights management and copyright

5. Applied Research (analog and digital)
- media longevity
- ageing studies
- solutions to deterioration problems
- testing protocols for products
- performance metrics
- modified environmental storage
- -exhibition case design
- new materials research and application (zeolites, color matching illumination for exhibits, etc.)

6. Digital Initiatives Coordination - to coordinate and support the work of the various library units that are collectively contributing to the preservation of content in digital form.
- provide technical support for the selection of digital content
- coordinate development of best edition guidelines
- coordinate aspects of receiving best edition, including advising on the normalizing of digital content to make preservable digital objects.
- assignment of preservation metadata; contribute to the definition of preservation metadata
- monitoring the digital environment
- maintaining digital materials through preventive maintenance and treatment

7. Repository and Facility Management
- safe haven storage for top treasures (i.e., top treasures, mission critical materials, etc.)
- maintaining stable near room temp and humidity conditions
- advancing use of controlled cool and dry conditions to increase collection life
- manage physical assets through collaborations with facilities
- support security system maintenance
- support fire suppression maintenance
- future planning for space needs
- space programming and reprogramming for collection storage
- code, law compliance
- application of these activities to the digital environment and repository

8. Trend Analysis and Strategic Planning - to better understand the impact the internal and external environments have on the program and to look for opportunities to broaden the public base of knowledge about and support for preservation.
- demographic studies
- marketing

- product and service development
- publications
- advocacy
- collaborations with stakeholders
- out and in-reach
- preservation selection
- user community participation
- professional interaction
- community participation and engagement
- program integration
- fund raising

Programs with these capabilities will provide the infrastructure and backbone we need to begin to meet tomorrow's preservation challenges, to bridge national and international boundaries, and help us both individually and collectively to make informed preservation decisions with the full range of influencing factors before us.

While it is not entirely clear whether Mick Jagger is reacting more to the fast clip of life as to the staleness of the old, when in verse three he pines: [5]

Living a life of constant change
Every day means the turn of a page
Yesterdays papers are such bad news
(Same thing applies to me and you)

What is clear is that even in a fast paced world with our sights turned forward and our programs tuned to the changing scene, not everything will be saved. Nor should it. More important, is that we build integrative programs that encourage flexibility and which think broadly about the role of preservation within and beyond our organizations. To succeed at this, we will have at least created a healthy environment in which national and international collection development and preservation decisions for yesterday's, today's and tomorrow's historical records can be made with confidence.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**130-109-E**
Division Number:	**VI**
Professional Group:	**Preservation and Conservation**
Joint Meeting with:	**-**
Meeting Number:	**109.**
Simultaneous Interpretation:	**-**

Metamorfoze: The Dutch national preservation program

Dennis Schouten
Koninklijke Bibliotheek,
The Hague, Netherlands

Introduction

is the national Preservation programme of The Netherlands. It was launched in 1997. The name of the program was inspired by the title of a novel by one of the foremost Dutch 19th Century authors: Louis Couperus, which was published exactly 100 years earlier. The title, Metamorfoze (metamorphosis) was spelled with a Z instead of an S which is the regular spelling of the word in our language. Couperus used an onorthodox spelling in some of his novels. In Metamorfoze he describes the changes in an artists' life. The programme is about change too: from acid paper to microfilm or digital image, but it is also about keeping things from the past, preserving them. So the title of this nineteenth century novel seemed appropriate. And the Z could serve as an eyecatcher.

The programme is financed by the Ministry of education and culture and is coordinated at the KB by the National preservation Office (NPO). It provides a 70% subsidy for mass preservation projects. Metamorfoze focuses on the problem of the acid paper, which was used mostly in the 1840 to 1950 period.

How did we get this program under way? What are the principles, the method and the results. My presentation will focus on these issues.

Principles

These are the principles or necessities for a national preservation programme. If one of these is missing you have a problem.

1. Institutions (libraries, archives) must be aware that their collections are in need of preservation measures. Whether they are threatened by acid paper decay or suffering from any other type of damage. In the

Netherlands the problems were being underestimated or the attention of libraries was focused on other tasks, so the NPO had to raise awareness.

2. Substantial funding for dealing with preservation problems on a national level is necessary. Private or institutional funding can hardly be sufficient. So government funding should be obtained. This means that the problem has to be put firmly on the political agenda. This also was a task for the NPO.
3. A national preservation programme is a joint effort of all institutions participating. Cooperation is the basis of the success of such a program. Institutions that already have expertise in preservation issues must be prepared to share their knowledge with others.
4. Which brings me to the issue of expertise. It is of great importance that expertise on preservation methods is present. If you are dealing with mass preservation for instance, there have been efforts in the past that have not led to satisfactory results. (Bad microfilming, wrong deacidifacion methods, using acid materials for wrapping and boxing. The Dutch NPO has brought together as much expertise as possible and has shared that knowledge with the participants in the program.
5. Finally, no preservation program without infrastructure and logistics. Whether you are doing large-scale restorations, wrapping, boxing and improving storage facilities, or mass deacidification, microfilming and digitisation, workflow, transport facilities, administration and control. Al these things have to be well planned, organised and monitored and evaluated afterwards.

Background

At this point you might ask: how did you get there. In The Netherlands it took us almost ten years.
We started with research: focusing on the acid-paper problem our first concern was to establish whether there was a problem, what was its cause and where dit it it exist. Need assessment studies were carried out, resulting in conclusions that were published: 1840-1950 was the key-period, large numbers of books and documents in Dutch libraries and archives were already brittle or in danger.
Step two, we had to make inventories. How many manuscript collections, books, periodicals and newspapers from this period were still present in libraries and archives, how bad was their condition and what was their importance. In view of the quantities we were dealing with it was clear from the beginning that choices had to be made and priorities had to be set.
In the early ninetees a platform was created for further discussion on the issue. A cooperation of the National Library and the National Archives. There were meetings, workshops, conferences and reports which carried the flame for several years. This drew the attention of politics

Politics

But first of all I have to point out that in the Netherlands from the early nineties on there has been a certain degree of political concern on the issue of preservation of our paper heritage. The ministry of Education, Culture and Sciences furnished funding for research and inventories.
For preservation in archives and museums a large budget was made available in the ninetees, the so called Deltaplan. This was an overall plan to (aanpakken achterstanden) preservation in Dutch heritage institutions. Libraries were not included in this plan.
But a dialogue with libraries on preservation was already going on in these years. The KB carried out several specific research projects for mass preservation of library materials. And finally in 1996 we developed a scenario for a national preservation programme.
Based on this scenario political decisions were made: The Ministry provided 8 million Euro to carry out a national preservation program for the duration of 4 years. We could get started.

Approach

The Metamorfoze Program is based upon selection. To reduce the enormous quantity of the endangered material to reasonable proportions, priorities were set to enable a practical approach.

We calculated as well as we could what we would be able to accompish with the budget provided. The Ministry wanted hard figures. How many books and documents could be preserved in four years and what would be the situation after the program had been carried out. This led to a down-to earth and cost-effective practice.

Selection criteria

First we defined the criteria for selecting library material for the program. From the millions a choice had to be made. We followed the suggestions of the Selection Scenario of 1996.
These involved:

- All material must originate from the 1840-1950 period
- Only institutions with a preservation function and policy can participate. This excludes most public libraries
- All material must be of national importance. This excludes regional and local collections.
- All material must be of Dutch origin. This is based on the idea that each country has a responsibility for its own cultural heritage. This excludes foreign material But an exception is made for former colonies.
- Only one copy of a book, periodical or newspaper is preserved. For books this may not be necessarely the best copy. Comparising copies would be very time-consuming and beyond any budget. For newspapers and periodicals an attempt is made to create an ideal copy for preservation by bringing together the holdings of several institutions.
- Books will not be further selected on their contents. It has proven difficult to establish what is important and what is not, now or in the future. In our view a natural selection of what is worth to be preserved has already taken place. Libraries have acquired these books, and kept them available for over hundred years at considerable cost. This justifies an effort to preserve them now.

When these selection citeria for a national preservation programme were applied to the books and documents kept in Dutch libraries, we faced a problem that was still vast, but within reasonable limits.

Figures

We are now dealing with

400.000 books
30.000 volumes of periodicals
1500 newspaper titles
Two million manuscripts and letters in 500 collections

Preservation Projects

The preservation projects within the Metamorfoze programme can be divided in five subcategories:

1. Collections
2. Books
3. Newspapers
4. Periodicals

Collections

We have defined three types of collections:

1. Literary collections. Archives or libraries of Dutch authors, publishers and literary periodicals or societies, but also including children's books, song books, theatre, trivial literature.
2. Collections of cultural interest. Archives or private libraries of important scientists, artists, research institutes, firms or organisations. A very wide range from arts and sciences to industry, politics, sports and games.

3. Collections of international value. Here we transcend the national cultural heritage. I said before that the programme preserves only material of Dutch origin. The Dutch government considers it her responsibility to preserve these collections.

Because of their ensemble value collections are preserved as a whole. So the programme does not set priorities **within** collections. The only condition is that the majority of the material is from the 1840-1950 period.

We do make distinctions and set priorities **between** collections. We have drawn up lists of collections, based on extensive research and enquiries and devised methods to establish their preservation need. This is mostly based on a calculation of their present condition, their risk of further deterioration and their scientific or cultural value.

This has resulted in lists of about
- 200 literary collections
- 250 collections of cultural interest.
- 23 collections of international value.

Books

For setting priorities for the 400.000 printed books we have used the results of a damage survey carried out by the Royal Library of The Netherlands in 1991. This survey was the basis for our 1840-1950 approach, but it also gave an indication of the paper condition by decade. It appeared that the worst paper originates fom the 1880-1890 period. So it seemed obvious that a preservation programme should give priority to books from this period and subsequently work in both directions towards 1840 and 1950.

Newspapers

As everyone knows the overall quality of newspapers is by far the worst. So in 1994 we had already carried out a pilot project for preservation of newspapers in the region of The Hague. We applied the same method in a large Metamorfoze project for preservation of 50 newspapers published nationwide. This method involved checking of all newspapers page by page. And making lists of pages or issues lacking and when necessary lending copies from different institutions, libraries, archives and publishers to complete the sets.

These institutions could profit by receiving a copy of the microfilm (for free or with discount, depending on the size of their contribution).

Furthermore, small reparations were carried out.

A project for preserving newspapers from the DutchEast Indies will start this year.

Two projects for digitising 3 newspapers that have already been put on microfilm will broaden the access of this material.

Periodicals

Periodicals require a slightly different approach. We first made a distinction between scholarly periodicals and popular magazines of general content. It appears that the paper quality of the latter category is generally worse so they should be given priority. The vast number of titles remaining made it necessary to narrow down this category.

We focus on:

- Illustrated magazines
- Nationwide distribution
- Timespan of publication more that 25 years within period 1840-1950

This resulted in a list of 35 periodicals.

In the periodicals project, which started in 2001 we apply the same procedures as we did for the newspapers:

- Page by page checking
- Completion of incomplete sets
- Minor restorations

In this project we benefit much from the experience of the newspaper project

Method

The focal points of the programme are microfilming, registration, and reliable storage of the paper originals. All originals are being repaired when necessary, wrapped and boxed acid-free and stored under optimal conditions. On a smaller scale deacidification and digitisation is applied.

- The NPO has drawn up guidelines for microfilming, following existing international standards for preservation microfilming, but also adding new elements. In the Royal Library a specialised microfilm unit was set up. Microfilm firms in the Netherlands were invited to meet our preservation microfilm standards and participate in the programme. Two of them did.
- Registration takes place in the national, automated cataloguing system (GGC/Pica), thus facilitating access to the books and documents filmed, but also preventing printed material to be microfilmed more than once. The same is possible on a European level, because these data are also delivered to the European register on Miccroform Masters (EROMM).
- The program demands that the participating libraries provide adequate storage for their material after preservation has taken place. If an institution cannot meet these requirements, it is is excluded from participation. Of course the possibility exists to store the material (temporarily) elsewhere.
- Deacidification is applied to material which we expect to benefit most from this method. Criteria for selection involve presence of woodpulp and acid degree in the paper and sufficient stability of the binding and the paper itself. We are using the Bookkeeper method which is provided by the Dutch firm Preservation Technologies. We have been monitoring the process closely and in cooperation with PT some improvements have been made.
- We consider digitisation as such not yet a reliable preservation method. Digitisationprojects within the Metamorfoze programm focus on access. Digitisation can only take place after microfilming, using the microfilm as an intermediate.

Scope and procedure

- Metamorfoze has to deal with a wide range of materials: manuscript letters, printed books, illustrated magazines, newspapers each with their different preservation demands. Furthermore different types of participants are involved in the programme: libraries, archives, museums and research institutes, each having a different approach towards preservation. This makes the program complex, but it is also its strength: the wide scope of Metamorfoze is one of the most important reasons that it is now firmly settled in the Netherlands.
- Another important factor is standardisation. The guidelines that were set up for Metamorfoze preservation projects are now accepted throughout the country. A number of projects are being carried out outside the programme, using our standards and guidelines.
- The bottom line is quality control. The results of each project are being thoroughly checked by specialists from the NPO. This has increased the confidence in the program, both by the heritage institutions and the government.

Success Factors

There are several other factors that have contributed to the succes of the program

- From the start the approach of the NPO towards potential participants was pro-active. We didn't lean backward beside our pot of gold waiting for things to happen. We actually travelled around the country visiting libraries, telling them (!) that they held collections that were in need of preservation and generously offering them 70% subsidy. There were situations that the libraries were not even aware of the presence of these collections. Sometimes a lot of talking and calculating was needed before a project proposal was submitted.
- In these years most of the knowledge about mass preservation was concentrated in the KB. We were inclined to tell others what to do. Gradually the other participating institutions became more and more involved in the

programm and made tyheir own contributions to standards and procedures, infrastructure and logistics of the program as a whole. The institutions became aware of their own responsibility. A fine result is the publication this year of the Handbook Metamorfoze, the result of the cooperation of a number of participants in the programme.

- The importance of publicity cannot be stressed enough. Two staff members of the NPO are spending most of their time, making our newsletter, keeping the website and discussion list updated, writing articles, organising workshops, conferences and seminars and promoting the program wherever and whenever possible. We have learned that explaining the necessity of this program once is not enough. You have to tell the same story over and over again. To the heritage institutions, to the politicians, and to the general public.
- You also have to look forward. Look at new developements in preservation methods. Conduct research and publish the results (in paper and on the web). Metamorfoze has published ten reports on issues as deacidification, microfilming and digitisation, speed of acid paper decay and other subjects. Research carried out in the earlier years has since then been put into practice. And now, again we are preparing for the future.
- Finally, in the Netherlands we have been fortunate to find a partner in the National Library Fund, an influential group of former politicians and managers who has been succesful in lobbying on behalf of our paper heritage.

Problems

I will no not only tell the success story but also to make some remarks on problems and setbacks.

- From the beginning a number of participating libraries experienced diffucilties in setting up project organisations and conduct project management.
- Calculating costs of preservation projects has proven very hazardous. Estimates of numbers of exposures were sometimes far from accurate, with consequences for costs.
- Time management within the projects was a problem too. Many projects exceeded their calculated time limits by far.
- Institutions could not always match the 30% of the preservation costs themselves. No budget for large-scale projects was available or preservation policy was directed at other, mostly older material.
- A problem remaining to this day is the quality of microfilms made by commercial microfilming firms. A constant monitoring of the production process, extensive instructions and frequent quality control is consuming much time of the specialists of the NPO.

Results 1997-2004

The first phase of Metamorfoze was concluded in 2000. In that year the Ministry decided that continuation of the program was necessary and provided another 10 million Euro for the period 2001-2004.

These are the results in 2004:

Microfilmed
65.000 books 1870-1909
50 newspapers
35 periodicals
150 literary collections
50 collections of cultural interest
15 collections of international value

Deacidified:
6000 books

Digitised:
12 Literary collections/highlights
3 newspapers 1900-1930

Research:
15 reports

Now I go back to the figures I mentioned at the beginning. Where do we stand in 2004?

	2004	*2005*
Books	16%	84%
Newspapers	14%	86%
Periodicals	7%	93%
Literary collections	76%	24%
International collections	43%	57%
Cultural collections	19%	81%

As you can see we have done a good job for the collections. But we will have a long way still to go with books, newspapers and periodicals. How are we going to do that?
At this moment all efforts are aimed at structural government funding for a long-term period. We calculated that the job can be done in 20 years time with 5 million Euro a year.
We will have to focus on:

- Books 1910-1950 and 1840-1869
- Regional newspapers
- Periodicals (here setting priorities is necessary)
- Remaining collections

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 129-109-E
Division Number: VI
Professional Group: Preservation and Conservation
Joint Meeting with: -
Meeting Number: 109.
Simultaneous Interpretation: -

Preservation and Conservation in South Europe: a survey among National Libraries

Maria Luísa Cabral
National Library
Lisbon, Portugal

---

1. Reasons for a survey

It has been felt along the years, and often a topic raised, the permanent absence of some countries and/or libraries in the Preservation and Conservation sessions at IFLA. Within Europe, contributions from South Europe have been scarce. The same can be said about Africa, Asia or Latin and South America. Therefore, topics approached, viewpoints expressed reflect needs and developments as they are felt and happen both in North Europe, and in United States. This partial knowledge, and lack of balance was again raised last year at IFLA Boston during the Standing Committee meetings. After some discussion, it was decided to approach national libraries of South Europe in order to try to find out the reason, or reasons, why these libraries do not appear at the international level. Should the current survey provide us with some data, and it may happen that it will lead to a fruitful cooperation among all of us.

2. Survey goals

The set of questions as they were organized aimed to find out

1. internal activities in each library in the field of preservation and conservation
2. preservation and conservation national activities in the correspondent country including institutional cooperation
3. international cooperation.

In the course of designing the questionnaire, I always felt curiosity to know a little about preservation and conservation activities being carried out within each institution. To understand the local available "know how" may very well define a future international cooperation. I still have the feeling that there must be a relation between what the institution is carrying out, its capabilities, and its relationship with other institutions. Our colleague Hans Jansen, from the Royal Library at The Hague, thought to go straightforward to the broader level skipping then the more internal aspects. After all, and taking in consideration that the inclusion of questions about internal activities would not make the questionnaire too heavy or too long, the final decision was to keep those questions.

So, the questionnaire tried to combine three different levels of data. To me, if nothing else, having an indication about works being carried out is like a light shining at the end of the tunnel. At least, counterparts have been identified, as well as their working lines, and the sort of technical orientation being given. We have partners sharing similar problems and difficulties all over; we need now to find ways to share their experiences at the international scene.

3. Questions and answers: analysis of a survey

All libraries approached replied. I must admit that I felt this very plain fact as a first victory since we were not sure to get answers from all six national libraries: Lisbon, Madrid, Barcelona, Rome, Florence and Athens. It is never too much to thank them again. The choice of national libraries to carry out the survey was merely due to the central role those libraries perform in their own countries. Eventually there are other libraries with a saying on this field but to follow their track would have made very hard this first approach.

When analysing the answers, it was not possible always to follow strictly the survey structure since often answers to one question bring together information which would fit much better in a different chapter. Bearing this in mind, I gathered all information available concerning the same issue under one single topic in order to make it understandable. I hope I have managed to make it successfully.

The survey structure considered three levels: the library itself as a first level; the national scene as an intermediary level; and the international level as the broadest one.

1st. level – THE LIBRARY ITSELF

The existence of a programme – Two libraries confirmed they have an orientating document in what concerns preservation and conservation. Other libraries recognize they do not have a written programme. If libraries admit they do not have a written programme, then in fact they are telling us that programmes can exist under other formats but they are also admitting that written programmes may be the right alternative. For further contacts with libraries now approached, it would be useful to bring this issue into discussion, trying to compare progress and achievements in libraries with, and without written programmes. The two libraries with some sort of a programme clarify that programmes were defined by the libraries themselves. That is, programmes were prepared according to their own capabilities, therefore their responsibility is much larger. On the whole, the interesting thing to bear in mind is that the option for a programme does not seem to be very popular. It seems then appropriate to wonder how useful is a written programme? Whether there is really a need to have a written programme? Or whether the absence of a programme is a matter of urgency?

The programme goals – To specify a goal is not a minor task. If programmes are somehow unclear, then it would be hopeless to expect clear and sharp goals. Most libraries surveyed define their objectives around a collection, or a set of documents. A global strategy is easily replaced by a very narrow intervention. Some libraries are honest enough to admit they have no objectives. Some others define their objective as "the best possible preservation and conservation of manuscripts and printed holdings in the library". This statement is as naïve as the objective is vague but in my opinion it show how difficult it is for some libraries to understand the situation they are in, to set a list of priorities. Can anyone deny we have here some hints for further work?

Proceeding without a programme – Following previous answers, not all libraries were in the position to explain how they proceed without a programme. Some libraries ignore the core question, and explain their work keeps going thanks to a close collaboration between departments responsible for collections and reading rooms, and the preservation and conservation department; some other libraries explain their work referring to a strong intervention of the library's board imposing its viewpoint from top to bottom. Some others yet keep doing things following S.O.S. calls, moving from one problem to another, from one department into another. According to my viewpoint, the question about the existence of a programme was an embarrassing one. A programme is not fundamental to guarantee that work proceeds, and the current answers seem to confirm it. Conversely a programme may prove to be essential to carry out an effective work, and this weakness comes out from answers gathered. I felt it as I was reading the answers; I am sure each library when trying to answer came to an identical conclusion. If they felt the incoherence of their answers, the survey was then worthy of being done.

Preservation and conservation output – Suddenly answers given sound enthusiastic: although at different levels, libraries mention their achievements: boxing and enclosures, current binding, microfilming, digitisation, training, hygienisation and pest control, collections survey and maintenance. A little bit of everything. The idea coming out from the survey is that most of work is done in the library whether reproduction including microfilming, or restoration or even maintenance. Libraries consider that reproduction including microfilming is an activity involving a lot of human resources. We have then to acknowledge that essential techniques are well spread around. A preservation and conservation programme will include all of these, and more. Therefore if libraries do not have a programme as such, or find difficult to have a programme, the explanation has to be found out away of technicalities.

Human resources for preservation and conservation - Libraries list the staff members they have. Between 9 and 32 members we find all kind of expertise: conservators, technicians, binders, librarians, microfilming operators. Permanent members of staff, but also staff under contract. The situations described are very different although the question did not aim to find out figures but to understand whether libraries were able to solve their problems relying upon internal resources, or whether libraries to proceed with their projects have to look for external help. Following how the human resources are allocated in libraries surveyed one can understand they have priorities despite their declaration about the lack of objectives. After all, and in practical terms, libraries make an effort to develop coherent working lines.

The budget – For all libraries the budget is closely linked to the problem of human resources, and it is not specifically related with the use of technologies. Some technologies can be complex; their application can be hard but problems arise due to the availability or not of qualified manpower. Some libraries do not have a budget of their own; some libraries run budgets smaller than 40 thousand euros; some others run budgets larger than 2 million euros. Such a discrepancy among libraries with equal responsibilities within European Union is likely to interfere with their expectations, and their ability to develop projects, and to cooperate. How can any library to commit itself to cooperation, whether national or international, if the money is virtually non existing?

Technical expertise on preservation and conservation – All libraries but two feel they have the technical expertise they need to proceed with their works and/or projects in house. According to my appreciation, only apparently this is a good thing. If libraries feel they can find in house answers to all their problems, then why bother identifying partnerships, finding collaboration or whatever way of sharing information and knowledge? If libraries indeed feel self-sufficient, regardless whether they are right or wrong, motivation to cooperate is likely to be a very low one.

Availability of archival quality raw materials – Despite the fact that all libraries are within the European Union, it is not exactly the same thing to buy materials locally or to import them. All of them. The problem does not arise due to transport or to price; it is a question of variety of offer and choice, and possibility to discuss with vendors, and learn from them. Of course all libraries are able to purchase the archival quality materials they want. But while for some libraries everything is only available through catalogues, for others a call or a visit are the routine. Browsing catalogues may be very interesting as a starting point; it becomes a trap when is the definitive and exclusive option. Picking up information and news exclusively by the book affects selection criteria, affects future application, therefore the results of the output. What one has to consider is how often this constraint interferes with work, and with motivation to carry on one's work, or to launch new projects.

2nd. level – THE NATIONAL LEVEL

Initiatives at the national level – Apart one joint project, and two occasional joint actions, cooperation seems an empty concept. Libraries live on their own. Regardless their national responsibilities, they do not mention initiatives involving other institutions whether libraries, archives or museums. Why is this no library gives an explanation. One library nevertheless points out that among its responsibilities, cooperation has not been considered. Even this explanation is too vague. Since cooperation cannot be enforced by law, we should be looking for some other good reason to explain this South Europe well spread attitude. From thirteen questions around "national preservation initiatives", all we got was a solid silence. Needless to say that in what concerns the existence of an organisational structure, or a specific allocated budget, apart the complaints of one single library, the answers were also vague, or non existing. No national structure whatsoever to promote cooperation. We could not find out either about the level of awareness for preservation and conservation. Lack of awareness could indicate the need to launch training initiatives whichever format, and length. Unfortunately this set of questions worked out as a communication barrier. No answers, no information, no hints. Only one library perceives collaboration as an aim to improve understanding among institutions. No library takes institutional collaboration as a step to further cooperation. Cooperation which is a trivial thing among North European libraries sounds very alien to the South. Unfortunately, this chapter was a fiasco.

3rd. level – THE INTERNATIONAL LEVEL

After the results obtained about the national level, it would be difficult to expect flourishing answers at the broadest level. Nevertheless, libraries found courage to say something, and to break the barrier. When answering, libraries dare to complain. So, they know what is wrong but the capacity to change the situation seems to be out of their reach. Suddenly we are stepping into a different level: from institutional and technical borders we are penetrating into a different sphere. Libraries mention interferences against to any international connection; some others refer lack of initiative as the main reason; another one points out that a small budget prevents any international cooperation; some others regret the lack of cooperation but cannot explain it. My viewpoint is that there is not one single reason, and preservation and conservation professionals are not saying everything. The very obvious evidence comes out when libraries identify their needs. They require training, and they require translation programmes so that written information becomes available in their own language. Besides general training, one library wants training on "digital preservation" which is a very specific topic, and a highly technological one. Despite the lack of indication from another two libraries, my idea is that investment in training cannot be postponed. International initiatives must be organised because they will also become an opportunity to share others' experiences, and to motivate professionals for international actions.

Conclusions

The important question cannot be eluded: do we understand better now what is going on in South Europe? My firm answer is yes, we do. We do not know much more but together, answers and the lack of them, give us indications about how to proceed. I myself come from South Europe; the situation is familiar, and I also felt difficulty to answer properly all questions. I would then take some conclusions:

1. weaknesses identified are at the organizational level not at the technical level. At different depths, all libraries develop significant working lines. Cleaning, pest control, boxing, microfilming; as they know what "archival quality" means. These are positive factors. The same cannot be said about a programme or any existing structure. Together, these organizational aspects look like alien to libraries surveyed. They reveal problems at the managerial level;

2. libraries did not seem to feel at ease in what concerns definition of objectives and goals. Of course, libraries are carrying out all sort of works, and they sound very active. But they seem to be concentrated over one specific document, or one specific difficulty. The goal of a programme is one particular intervention, and there is not any mention to the global situation. It might be that my conclusion is wrong but I felt a lack of strategic approach. If I am right, then the problem remains at the organisational and managerial level again;

3. as I perceive it, the lack of strategic view leads these libraries mainly to a curative intervention rather than to a preventive one. There is a strong emphasis on restoration work. Whether this represents a policy, or whether this happens against the professionals' will, it remains to be clarified;

4. libraries seemed surprised with questions about cooperation. I think it can be said that there is no cooperation whichever the country, the area or the extension. It is not then occasional if they never appear, on their own or associated with others, at the international scene. It looks like as a dividing line has been drawn between the South and the North. But as we have had the chance to witness, there is plenty of work going on this side of the line.

It is clear then that South Europe libraries in what concerns preservation and conservation face limitations. Limitations mainly out of the technical sphere. This is for sure a very positive aspect which has to be exploited for their benefit. There are partners all over Europe using the same tools. They need, and they want training. They ask for it. From what has been collected, it is my opinion, training in the field of preservation management should not be delayed. Should our colleagues agree with this conclusion, and both IFLA and LIBER should provide seminars and/or workshops corresponding to expectations expressed.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 160-110-E
Division Number: Continuing Professional Education
Professional Group: VII
Joint Meeting with: -
Meeting Number: 110
Simultaneous Interpretation: -

Building bridges: LIASA and leadership development in South Africa

Gwenda Thomas
Library and Information Association of South Africa (LIASA)
Pretoria, Republic of South Africa
E-mail: gwenda@liasa.org.za

PART I: INTRODUCTION

The purpose of my paper is to:

- introduce LIASA and its role in the South African library and information services sector
- describe the status of Continuing Professional Development for the LIS sector in South Africa
- provide a progress report and review of a partnership programme initiative between LIASA and the Mortenson Centre of the University of Illinois at Urbana-Champaign
- explore the way forward for LIASA to forge bridges for Continuing Professional Development in the library and information services sector of South Africa.

In my paper, I have chosen "bridges" as the central theme since they symbolise structures that, like a Library Association, bring together a variety of components which facilitate progress between two points. Like bridges, Continuing Professional Development can be found in different shapes, sizes and levels – from those that have stood the test whilst others are forgotten in the annals of time. Some structures are impressive whilst others remain functional and just do the job. It is my belief that, irrespective of the level of the need and the infrastructure required to deliver the content, a central body such as the Library Association has an integral role and responsibility in the design and maintenance of a CPD model which incorporates a range of programmes that are appropriate to the needs of its members.

The term Continuing Professional Education is an overarching term for the means by which professions keep their practice current and relevant. In "licensed" professions such as law, engineering and the health sciences it is mandatory. Haycock (2001, p1) indicates that Continuing Professional Education focuses on "*learning to know*" which suggests more knowledge than skills and application of knowledge. The same author suggests that Continuing Professional Development is not only learning to know, but also reflection, problem solving and "*learning to do*". For the purposes of this paper, the term Continuing Professional Development is preferred as it my hope that projects coordinated under the umbrella of LIASA will incorporate elements of both "learning to know" and "learning to do".

PART TWO: SETTING THE CONTEXT

The Library and Information Association of South Africa (LIASA) was established in 1997 to unite and represent all the institutions and persons engaged in library and information services in South Africa. Its vision is to unite, develop and empower all people in the library and information services sector (LIS) into an organisation that provides dynamic leadership in transforming, developing and sustaining library and information services for all the people in South Africa. Whilst not a statutory body, LIASA is recognised by government as a professional non-profit organisation and has, since its inception, played a major role in the LIS sector. This includes advocacy and lobbying of government at local, provincial and national level for improved services, representation on government committees and authoritative input on library policy and legislation. It was instrumental in establishing a National Council for Library and Information Services which was promulgated by Act no.6 of 2001.

LIASA has established ten branches in the nine provinces of South Africa as well as nine specialist interest groups that meet both the professional and working needs of members. LIASA can be described as a "broad based" association and is inclusive of all types of libraries, represents all regions and is able to reach librarians in all parts of South Africa through its extensive infrastructure. Currently, the membership is 2000 members nationally and has the potential to grow to 5000 over the next three years. Revenue received from individual, institutional and international members is used for the development of the branches, interest groups, communication and marketing and approved projects/programmes of the Association.

LIASA is in the dynamic process of developing its profile, both nationally and internationally. The Association is a respected and valued member of a number of international forums including COMLA, SCECSAL and IFLA where LIASA is the national representative association with IFLA membership. A number of LIASA members hold high office in these organisations. In June 2000, the Carnegie Corporation of New York approved a grant of $249 000.00 to LIASA for a three year period to assist with the management of the Association, expansion of its activities, a membership drive and programme development. LIASA has a fulltime Executive Director, Professional Officer with part-time Secretary and Administrative Assistants. Governance rests with the Executive Committee and Representative Council.

This infrastructure and recognised profile of LIASA has enabled the Association to play a major "brokering" role in attracting grants to the South African LIS sector for the purpose of providing improved services to the community as well as training and development programmes in partnership with overseas institutions. This brings me to the focus of my paper and that is the South African Library Leadership Project which is the product of a partnership programme between LIASA and the Mortenson Centre of the University of Illinois at Urbana-Champaign. It is three year funded Continuing Professional Development programme intended to deliver leadership and management training to South African LIS professionals and to establish LIASA as a continuing education facility for LIS in South Africa.

PART THREE: THE STATUS OF CONTINUING PROFESSIONAL DEVELOPMENT FOR LIBRARY & INFORMATION SERVICES SOUTH AFRICA

In South Africa, a number of colleagues have devoted much of their professional activities to Continuing Professional Education and are recognised authorities in the field. In particular, Clare Walker of the University of the Witwatersrand has researched and presented two eloquent papers on the current status and the complex issue of certification in the field of Continuing Professional Education in South Africa (Walker 2001 and 2002). I would highly recommend these two articles for anyone wanting to understand the complexities of the past, current and future status of CPE as well as the challenges faced by LIASA where there is high expectation for the Association to design, develop, coordinate and maintain a CPD function in South Africa.

For the purposes of this audience, I will summarise the main points of Clare's articles in which she outlines the CPE status and identifies some critical issues that challenge progress:

- South Africa's destructive policies of apartheid have meant that many South African library and information workers have been divided and disadvantaged by access to qualifications as well as by the quality of general and professional education (Walker 2001, p 230)
- It cannot be assumed that in designing and delivering that CPE that library and information service workers share a common professional background or that they have a baseline of similar four year graduate studies programmes. As a result for many of our library and information service workers, their foundations in LIS and ICT skills are often inadequate or learnt on the job (Walker 2001, p230)
- South Africa has not yet developed a nationally or regionally coordinated infrastructure for CPE for library and information services in South Africa. The traditional providers of CPE for library and information services remain the professional associations and interest groups as well as library and information science departments, recently joined by academic library consortia. On offer are seminars, workshops, general and specialist conferences on local, regional or national level (Walker 2001, p230-232)
- In the absence of a coordinated infrastructure and CPD strategy, (Walker 2002, p4) identifies a number of shortcomings in terms of quality assurance and evaluation:
  - generally, only attendance certificates (rather than accredited certification) are issued to participants
  - course providers are not explicitly accredited – members of academic departments are deemed accredited but practitioners giving courses eg library staff and private independent operators are not accredited or have certification
  - CPE courses are not accredited because no mechanism in SAQA currently exists
  - no quality assurance of CPD courses exists which leaves participants at the mercy of the system which is perceived as lucrative with operators are emerging at a rapid rate and offering course content that is neither evaluated nor accredited.
- The National Skills Authority is a statutory body established in terms of the Skills Development Act no. 97 of 1998 which requires employer organisations to have strategic CPE plans in place ie education, training and development within the workplace. The Skills Levy Act no.9 of 1999 requires the payment of a levy by each employer organisation, as a payroll percentage. This has led to expectations of CPE in the workplace to result in recognition and career advancement. Frequent failure to provide CPE programmes in the workplace due to inadequate resources or policies underscores the urgency to address CPE needs in South Africa (Walker 2001, p230).
- The South African Qualifications Authority/National Qualifications Framework (SAQA/NQF) national legislation requires that all qualifications formally attained in South Africa at school, college, university, adult education institute or any other training environment should be registered within the framework. It proposes a framework of recognition on a national basis for all formal education and training (Walker 2001, p232)
- Within the framework, a unit standard is the smallest unit that can be credited to a learner. These standards are the building blocks for qualifications and for the national outcomes-based education and training system that the NQF supports. The focus of SAQA, however, is on qualifications and not unit standards in themselves since it is qualifications that will promote the economic and structural mobility desired by the SAQA/NQF (Walker 2002, p6).
- It stands to reason that the nature of CPE means that the short courses appropriate to professional practice would be designed with accredited "unit standards" which would enable them to be recognised and integrated by employer organisations for reward, placement and advancement. Certification would be based on a national level of quality assurance (Walker 2002, p232).

- Within the framework for formal education and training qualifications, accreditation for courses is only possible if integrated as credit-bearing modules or part-modules, into existing formal library and information science qualifications – this is not applicable for short CPE courses (Walker 2002, p2)
- Similarly, within the SAQA/NQF framework for formal education and training qualifications, there is no national accreditation, assessment and certification system to give individuals and employers recognition for the completed CPE courses and programmes (Walker 2002, p2).

PART FOUR: PROGRESS REPORT AND REVIEW OF THE SOUTH AFRICAN LIBRARY LEADERSHIP PROJECT (SALLP)

A key Continuing Professional Development Programme currently being coordinated and implemented by LIASA in partnership with the Mortenson Center is the South African Library Leadership Project (SALLP) which is being managed in five stages:

Stage 1: coordinated by the partnership
- Needs identification
- Proposal and funding under the guidance of LIASA
- Documentation and publicity materials
- Promotion and marketing
- Candidate selection

Stage 2: under the guidance of LIASA
- Orientation and training in South Africa
- Pre-departure project

Stage 3: under the guidance of the Mortenson Center and LIASA
- Six week training at the Mortenson Center

Stage 4: under the guidance of LIASA and beginning immediately upon return
- Participate in the National LIASA Conference
- Deliver a series of workshops in South Africa
- Submit an article to a professional journal
- Participate in a LIASA committee activity

Stage 5: under the guidance of LIASA
- completion of required activities
- awards ceremony

As way of background, I shall briefly review stages 1-3 of the project covering the successful implementation achieved during the period January 2001 to August 2002.

Stage 1: Planning, proposal, project structure and governance, promotion and marketing and selection of candidates

The first stage of the project initiated in January 2001 has spanned a wide range of activities during the first eighteen months.

Identification of the need for leadership development in South Africa

Briefly, as background. The Mortenson Centre for International Library Programs at the University of Illinois at Urbana-Champaign was established in 1991 as an international centre for CPE for librarians and international specialists. The Center operates two programmes:

- The Partnership Program designed to assist other countries in developing self-sustaining centres for CPE

- The Continuing Education Program offering the opportunity for librarians from partner countries to spend time at the University of Illinois. This programme can be modified to meet the unique needs of any specific group.

Following discussions with the Andrew W Mellon Foundation about a professional development project for librarians in South Africa, the Director and Assistant Director of the Mortenson Center initiated a visit to South Africa through a provincial a provincial consortium called the Gauteng and Environs Library Consortium (GAELIC) where further discussions were arranged with the library constituencies and LIASA.

Sixteen libraries were visited in the Gauteng and Free State Provinces to gain insights into the library profession in South Africa. The Mortenson center staff reported in their findings that after years of apartheid and isolation, rural and historically disadvantaged areas were challenged by severe staff cuts, budget restrictions and little support for professional development activities. During the visits to institutions, a range of areas for CPD programmes were identified (SALLP Proposal 2000, p3-4):

- Leadership training and mentoring disadvantaged staff into leadership positions
- Practical library management and the role of teams in libraries
- Library practice in specialised areas eg archives, records management , school librarianship, children's librarianship
- Information literacy and Adult Education Training Programmes (ABET)
- Training trainers including writing manuals and presentation skills
- Training public librarians
- Resource sharing and collection management & development.

A number of factors contributed to the final decision to propose a leadership development programme:

- leadership is a critical success factor for the association evident in the vision statement in which the Association commits to providing dynamic leadership in transforming, developing and sustaining library and information services for all the people in South Africa
- Whilst several areas for training were identified during the visits, one aspect mentioned most often and vociferously was the need for well trained library leaders and managers, with an especially critical need in Historically Disadvantaged Institutions. As a result, it was proposed that for South Africans to establish a high level of excellence and best international practice would be to work with from colleagues from other countries who actively engage in developing well trained and skilled staff (SALLP proposal 2000, p4)
- Furthermore, it was evident that there is a need for continuing education for librarians in South Africa. Whilst there are some institutions offering continuing education, it tends to be sporadic, costly, specialised and at distant locations with little coordination or assessment of the needs of different librarians (SALLP proposal 2000, p4)
- Many of the existing CPD programmes focus on ICT. In South Africa with its historical legacy of poor education, it was felt that the initial programme should incorporate a broader background in order for the individual to develop and practice effectively. Recognising that leadership extends the beyond the impact of ICT, it was agreed that the initial focus and energies should be channelled in to leadership development for the library and information service sector.

Project proposal

The result of the visits and discussions was **The South African Library Leadership Project (SALLP)**, initiated by the Mortenson Center and GAELIC. It is now a partnership project between LIASA and the Mortenson Centre. The Andrew W Mellon Foundation awarded a grant of $250 000 in December 2000 to the Mortenson Center for a three year period, January 2001 to December 2003 in support of the project.

The purpose of the project is to train a total of 18 library professionals between 2002 and 2003. This training will take place both in South Africa, under the guidance of LIASA, and in the United States at the Mortenson Centre. The project is managed and administered within the LIASA National Office on behalf of its partners. The first group of nine SALLP participants have just returned from their training programme in the US which took place from 24 June to 02 August 2002.

Goals, objectives and outcomes of the leadership programme for the individual and profession
Initially, the proposal stated that the goals of the project were to:

- implement a leadership programme for promising future managers from academic and public libraries in South Africa; and
- planning for a continuing education entity in LIASA.

During the initial stages of setting up the project and meetings of the governance structures, the goals and objectives were refined and it was agreed that:

- the primary and distinct goal of the SALLP is to develop leadership qualities in current and future managers of academic, public/community and national library services
- the objectives of the development programme are to:
    - develop leadership qualities
    - refine communication and advocacy skills
    - highlight best practices in the management of library services
    - learn about change management and organizational structures

Throughout the project, the participants will develop their IT skills as a tool in the LIS field and enhance their training and presentation skills.

The expected outcomes from project for the LIS profession in South Africa are: (SALLP proposal 2000, p6)

- A cadre of well trained library leaders
- Increased networking and resource sharing among libraries
- Greater participation in professional associations
- Establish a continuing education function for the country within LIASA which has communication capability and credibility.

The expected outcomes from project for the LIS individual are: (SALLP proposal 2000, p6)

- Development of leadership qualities
- Improved understanding the South African LIS context
- Improved understanding of basic management principles and techniques
- Skills in library management
- Improved understanding of service delivery
- Understanding the role of libraries iin a democratic society
- Insights into how ICT is changing libraries
- Grant writing and fund raising skills.

Structure of project:
The leadership development programme consists of two phases over a three year period - each phase comprises 5 stages of professional development for each group of nine individuals.

Project Governance
The governance of the project comprises the following:

- A Governing Committee of 15 members representing key LIS constituencies within the framework of the SALLP. The role of this committee is to implement the SALLP and make policy decisions .
- A Management Group, comprising 6 Governing Committee members, is responsible for the day-to-day executive decisions of the SALLP. It initiated the SALLP Project and finalised the Governing Committee membership.
- A Selection Committee, comprising the Management Group and a representative of the Governing Committee, is tasked with the short-listing, interviewing and final selection of the candidates in the project.

- A Project Coordinator, appointed in June 2001 on a three year contract, handles the day-to-day operations and administration of the project in consultation with the LIASA Executive Director and SALLP Project Director. The Project Coordinator is the Secretary for the Governing and Management Committees which meet regularly.

SALLP launch at the 2001 LIASA National Conference

A logo was designed for the SALLP project and used on the application form, a brochure and attractive bookmark. The SALLP was officially launched at a plenary session of the LIASA National Conference in September 2001 which was attended by 500 delegates. The presentation included a slide show about the Mortenson Center and the Project.

A meeting with Directors of National, Public, Provincial and Academic Library Services was also held during the conference. This was an opportunity to create buy-in and support for the project by means of discussion and providing clarity regarding the impact and ramifications of involvement within the project by their staff members from these structures.

Target groups in two phases

In order to ensure that that the primary goal of the project is fulfilled, namely to develop leadership qualities in current and future LIS managers, it was imperative that the eligibility criteria for each of the two phases of leadership development were clearly defined.

In Phase 1 – selection and participation in the leadership development programme required that participants are:

- South African citizens
- Employed in a management position in an academic, public/community and national library service
- Academically qualified professional library and information worker

In Phase 2 starting in September 2002, the focus for selection and participation will shift from senior managers to participants employed in a middle management position in an academic, public/community and national library service.

Application and selection process

Selection for Phases 1 and 2 is based on an open, merit-based process in which each candidate is evaluated in terms of the following criteria:

- Has shown strong leadership potential and skills in the workplace, the profession or community - evidence should be documented and substantiated in the application
- Has an articulated vision of how participation in the SALLP may contribute more widely to the development of libraries in South Africa
- Demonstrates commitment to the profession eg participation in professional association activities
- Has knowledge of the field of study and interest to engage effectively in, and derive benefit from, the academic as well as practice oriented content of the six week training programme
- Demonstrates clarity of thought and presentation.

Application forms

The application forms were distributed between September and October 2001. Besides supplying standard information such as biodata, education and employment experience, the applicants were required to write a motivation statement of 500 words explaining how participation in the programme would help the person to achieve their own professional goals, benefit the workplace and contribute to the development of libraries in South Africa. The form required the line manager to complete a confidential evaluation of the applicant and to sign a commitment to support the participant promote the knowledge/skills acquired during the programme. In addition, candidates were required to obtain three letters of recommendation from colleagues, line managers and other professionals familiar with the applicant's work.

Shortlisting process

The Project attracted 41 applications and eighteen eligible candidates were short-listed based on the following eligibility criteria:

- South African citizenship
- Presently in a senior management position
- Tertiary LIS qualification
- Age between 30-50
- Communication skills – spoken and written
- Membership – professional association
- Commitment to Project
- Motivation statement
- References
- Evaluation from line manager

Interviews and selection process

The interview process for the eighteen applicants proved rigorous and took place over two days in January 2002. Each selection committee member formulated a question to be asked of each candidate for comparative purposes. Each candidate went through a 45 minute interview process as follows:

- A thirty minute question and answer session
- A seven minute presentation, using three transparencies, to articulate their vision for the development of libraries in South Africa and their involvement
- A three minute impromptu talk on an aspect of leadership "Those who think that they are leaders, and do not have any followers, are merely taking a walk".

Nine candidates were selected and informed – the group comprises 6 public librarians and 3 academic librarians from across 6 provinces. They were required to accept in writing and obtain a letter of endorsement from the employer organisation in support of the project and candidate's leave of absence.

Stage 2: Orientation and pre-departure training

This stage focused on the readiness of the nine candidates for the leadership development programme. The first step was a two-day Orientation Programme for the selected SALLP candidates held in Pretoria in March 2002. This was an excellent opportunity for the candidates to meet with each other, the SALLP Governing Committee and representatives of the Mortenson Center. The purpose of the Orientation Programme was to brief candidates on trends, developments, challenges and issues facing the LIS sector in South Africa. On the first day the topics covered included:

- The role of the library association
- LIS policy issues and legislation in South Africa
- Copyright and libraries: current status in South Africa
- Library cooperation in South Africa with focus on consortia and the new Higher Education Restructuring Plan
- Provincial and municipal restructuring – the impact on the provision of library/community library services
- LIS education in South Africa – trends and new developments
- Issues facing the profession globally and the impact of ICT.

A workshop on "What is leadership and how does a leadership style impact the ream role" was also presented and which explored how personal leadership style and qualities shape the role that one plays within a team.

On Day Two, the candidates were given an overview of the Mortenson Center and the schedule of the six week programme. An introduction to the pre-departure project was presented in the form of a workshop called "Leaders are listeners". The project requires that the candidates conduct a series of interviews with staff, users and stakeholders regarding services and facilities and to write a report which would be relevant to their training programme. The purpose of the pre-departure project is to give the manager participants an opportunity to reconnect with users and staff at a level that would contribute to change.

A series of individual meetings were held with each candidate and which served as an opportunity to identify specific key areas for development.

At the end of the orientation, both candidates and management teams recognized the enormity of the Project as well the level of commitment to the outcomes for themselves, their organizations, the profession and LIASA.

A key factor in a project that has huge demands in terms of time, commitment and resources is to achieve a level of buy-in from the employer organisation. Letters detailing developments in and progress of the project were sent to the line managers with the intention that they could be forwarded to the relevant authorities.

Stage 3: Training in the USA

The first group of nine SALLP participants have just returned from their training programme in the US which took place from 24 June to 02 August 2002. The transfer of learning took the form of a six week training programme at the Mortenson Center and included seminars, tours, videos, discussions and practical exercises. The emphasis was on teambuilding and projects. A mentoring programme will also be instituted where library leaders are identified and who were shadowed by candidates. Candidates were also required to prepare presentations for delivery in the United States and visits to neighbouring centres and cities were included in the programme:

Week 1: Leadership Institute
Goal: To learn more about the characteristics of effective leadership in libraries
Seminars: Leadership styles
Leadership surveys
Characteristics of leaders in the world
Team building and communication styles
Management skills for effective leadership
Policies – their place and importance in libraries
Being an advocate for your library

Week 2: Best practices in library management
Goal: To understand the current trends in library management
Seminars: Administration
Technical services
Collection development
Consortia
User services
Facility planning
IT
Preservation and conservation
Budgeting and finances
Library development and promotion
Training of future leaders: library school approaches

Week 3: Change management and organizational structures
Goal: To refine and develop management skills
Seminars: Analysing your organisation's management structure

Strategic planning
Development of good policies
Running effective meetings
Motivating library staff

Week 4: Communication and advocacy skills
Goal: To develop excellent and effective communication strategies
Seminars: Telling the library's story
Dealing with the media
Preparing effective promotional material
ALA advocacy programme
Fund raising strategies
Communicating with users

Week 5: Providing excellent service to users
Goal: To learn more about strategies for providing exceptional service to users
Seminars: Using new technologies to provide better service to users
Serving diverse user populations
Assessing your service to your users
Providing optimum access to your collections and library facility
Developing an inviting physical setting
Developing a comprehensive staff development plan
Library instruction for users – making them more self reliant

Week 6: Internship in the Queens Borough Public Library System
Goal: To observe first hand the day-to-day management of a library system
Seminars: Participate in the two day training that all new employees receive
Each participant was placed in one of the 63 libraries in the Queens-New York system to observe and participate in the management of the library.

Throughout the six week training programme each participant submitted interim progress reports to LIASA National Office, branches and employers. Photos and the reports are available on the LIASA web site at www.liasa.org.za

Stage 4: Post training programme and evaluation

The Project follow-up will comprise the evaluation of Phase 1 and site visits by the Project Coordinator, including meetings with line managers and heads of institutions. They are kept informed of the process and developments within the project on a regular basis. Formal communiqués will be sent to the relevant authorities in each candidate's constituency. The candidates will attend the LIASA National Conference to address interest groups, assist in the launch of Phase 2 of the project at the conference, conduct a report back to the membership at the plenary session and present a workshop at the conference. A Participant Portfolio on the Governing Committee is to be created when the Committee meets in September 2002. In addition, each candidate is required to write a journal article for publication, arrange branch workshops and engage as trainers for the LIASA CE component.

Evaluation and assessment of Phase 1
The SALLP has a budget to formally evaluate and review the key stages of the development programme in both Phases 1 and 2. The evaluation for Phase 1 has been initiated and a contract awarded to an outside company specialising in perception measurement. The evaluation will assess three key stages of the programme:

- Pre-departure stage questionnaire
  Candidates
  Governing Committee

- Post training stage questionnaire
  Candidates
- On completion of the leadership development programme
  Candidates
  Governing Committee

It is possible to provide feedback on the evaluation assessment for the pre-departure stage of the library leadership development programme. I have provided a summary of some of the more interesting aspects that have surfaced in the feedback from the candidates and the Governing Committee and which should assist the future planning of Phase 2 due to be launched in September.

Table 1 summarises the factors that the candidates and Governing Committee members considered to be the most important in response to a series of questions about participation in and the perceivable benefit of the library leadership programme. It is encouraging that the candidates express a strong need for development, knowledge, information and networking. It is interesting that when they chose careers as librarians and joined the library association the importance of leadership and management skills was the least important factor.

As would be expected, the Governing Committee members display characteristics of a settled management group who view it as important to be involved and make a contribution but identify a different set of benefits that the candidates are expected to derive from the project. This discrepancy will need to be looked at more closely in Phase 2 to ensure consensus between the candidates and the Governing Committee in terms of expected benefits. Both groups perceived time allowance as a shortcoming of this stage of the project and which needs to be revisited.

Table 1: Factors of importance in the pre-departure phase for the candidates and Governing Committee

Importance factor	**Candidates**	**Governing Committee**
Why did you apply to be part of the SALLP	Leadership/management skills Knowledge Information	Involvement Leadership/management skills Resources
Why did you decide to become a librarian	Opportunities Knowledge Development * leadership/management was least important factor	Knowledge Opportunity Contribution
Why did you decide you join LIASA	Development Knowledge Information * Leadership/management was least important factor	Recognition/standing Contribution Involvement * Development was rated low importance
List the benefits derived from phase 1 (application process, interview, orientation programme and pre-departure period)	Information Knowledge Networking	Development Networking Leadership
What do you see as shortcomings of Phase 1 of the SALLP	Time	Time Selection criteria Selection process
If you could change Phase 1 how would you do this to make it an ideal programme for Phase 1	Time	Satisfied

In Table 2, the candidates and Governing Committee rate the performance of the leadership development programme according to a set of criteria. A selection of the criteria and performance evaluation are shown in the table. Overall, the programme has performed well except in the area of the orientation session which will have to be revisited when planning Phase 2 of the project.

Table 2: Performance rating of leadership development programme in the pre-departure stage

Performance criteria	Candidates	Governing Committee
Rules of eligibility	Very good	Good
Selection process	Good	Good
Interview by selection committee	Good	Good
Orientation programme	Acceptable	Marginal
Orientation methods used	Acceptable	Not quite acceptable
Coordination of programme to date	Excellent	Very good
Three phase programme concept	Very good	Very good
Helping candidates to achieve professional goals	Good	Good
Being of benefit in the work of the candidates	Very good	Good
Contributing to development of libraries in SA	Very good	Very good

In Table 3, the candidates and Governing Committee members indicate a high level of satisfaction with the performance of LIASA in the administration and management of different aspects of the programme in the pre-departure stage.

Table 3: Performance rating of LIASA's role in the leadership development programme

Performance criteria	Candidates	Governing Committee
Advertising of SALLP programme	Good	Good
Provision of information re; Programme	Very good	Good
Handling of applications	Good	Very good
Handling of applicants	Excellent	Very good
Coordination and efficiency	Excellent	Very good
Communication with applicants	Excellent	Good
Professionalism	Very good	Excellent
Communication with Governing Committee through Phase 1		Very good

The evaluation process will continue with the return of the candidates when their perceptions of the six week training programme, its performance and the perceived benefit derived from participation will be assessed.

Stage 5: Completion of CPD programme

At this time, the portfolio of activities required to complete the CPD programme has been identified. This will comprise:

- Completion of the requisite projects in stage 4
- A full report submitted to LIASA by each candidate
- A reunion dinner
- Participation in the Orientation Programme for the Phase 2 group of candidates.

PART 5: CONCLUSION – LIASA AND BUILDING BRIDGES

In conclusion, I would like to take the liberty to say that I believe that LIASA and its partner, the Mortenson Center can be proud of the South Africa's library leadership programme and be bold enough to declare it a success to date. I contend that the LIASA, as a library association, has performed the role of a successful bridge builder for this Continuing Professional Development Project. LIASA has built up experience in international project management for the SALLP – it has been a significant learning experience for the association. The South African Library Leadership Project marks LIASA's formal entry into building bridges between a defined set of needs and professional development set in the context of a partnership and structured Continuing Professional Development programme. If I were to provide you with evidence based practice of a successful CPD, I would summarise the impact of the leadership development project as follows:

Table 4: Assessment of impact achieved by LIASA in SALLP project

Area of impact	Yes/No	How was impact achieved
Improved library service	Y	Six week training course content – Comprehensive and demanding
Improved professional performance	Y	Portfolio of activities in post training stage Commitment required at time of application
Increased credibility & visibility for the library profession	Y	International partner and funding for three year period Widely publicised and conference launch
Expanded support from the library administrators for CPD activities	Y	Meeting with Directors of LIS at 2001 conference Letters of support form line managers and authorities Follow up meetings in post training stage Commitment required at time of application
Expanded awareness in the profession of the importance of CPD	Y	Much interest expressed in Phase 2 by LIS community Goal 2 of SALLP project requires setting up of CPD function Strategic objective of LIASA 2002-2004 LIASA Committee for CE and In-service training Expectation from LIS community for LIASA to assume coordinator role
Recognition of the shared responsibility for CPD between library professionals and their employers	Y	Opportunities created by SAQA/NQF process for LIASA to provide coordinated CPD for the LIS community Skills Development and Skills Levy Acts requires employer organisations to identify, recognise & integrate CPD in the workplace

So now it is time for LIASA to move onto building impressive bridge structures – the Association needs to assume the mantle for CPD for the LIS sector in South Africa. There are a number of reasons for this:

- Traditionally, library associations in other countries have embraced the task of professional development. LIASA represents librarians throughout South Africa and is well positioned to take on this role. With experience of the SALLP project and facilitating other grants, LIASA is poised to take the leadership role in continuing education for librarians in South Africa. There is also a high expectation that LIASA will assume this role and responsibility on behalf of the country.
- The second goal of the South African Library Leadership Project requires the LIASA management to establish a continuing education function within the association.
- In the section of this paper that outlined the status of the South African legislative context, it is clear that a number of opportunities exist for LIASA to take up the slack in the CPD arena and establish itself both as a coordinator and evaluator of CPD programmes (Walker 2001, p232).

LIASA is, currently, giving attention to a CPD strategy for the Association and wider LIS sector. Continuing Professional Education and Development has been identified as a key business area of the association and recently, a strategic objective was formulated to take the initiative forward. A business plan , currently being compiled, will make provision to provide a framework for a CPD function in LIASA and to implement the initial programmes. It is my hope that, this time next year, we shall be able to report on the establishment of this much needed and awaited service to the librarians and information workers of South Africa.

REFERENCES:

Haycock, K. 2001. Continuing professional education: towards evidence-based practice. In: Delivering lifelong continuing professional education across space and time. The Fourth World Conference on Continuing Professional Education for the Library and Information Science Professions; edited by Blanche Woolls and Brooke Sheldon. Munchen: KG Saur, p. 1-8. (IFLA Publications 98).

Proposal submitted by the University of Illinois Library to the Board of Trustees of the University of Illinois for the period January 01, 2002 to February 15, 2004. (Internal document).

The South African Library Leadership Project (SALLP) Proposal submitted by the University of Illinois Library to the Board of Trustees of the University of Illinois for the period January 01, 2002 to February 15, 2004. (Internal document)

The South African Library Leadership Project. Interim progress reports submitted to the Governing Committee (internal documents).

The South African Library Leadership Project. Interim progress and financial report for the period January to November 2001 (submitted to the Mortenson Center) (internal document).

Walker, CM. 2001. Janus in South Africa: Building for the future while keeping an eye on the past. In: *Delivering lifelong continuing professional education across space and time. The Fourth World Conference on Continuing Professional Education for the Library and Information Science Professions*; edited by Blanche Woolls and Brooke Sheldon. Munchen: KG Saur, p. 230-241. (IFLA Publications 98)

Walker, CM. 2002. Chasing certificates: Problems for CPE assessment and quality assurance within the South African National Qualifications Framework. To be delivered at the Fifth World Conference on Continuing Professional Education for the Library and Information Science Professions, August 14-16 2002, Aberdeen, Scotland (unpublished paper).

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**063-111-E**
Division Number:	**VII**
Professional Group:	**Library History RT**
Joint Meeting with:	
Meeting Number:	111.
Simultaneous Interpretation:	-

The community library in Scottish history

John Crawford

Introduction

Historically Scotland has supported all the major forms of library activity, both for the general public and for privileged user groups. However the form of library activity which has proved to most important in an international comparative context are the libraries of local communities, the origins of which date back to the late 17th century and whose inspiration and rationale are deeply imbedded in Scottish cultural and intellectual values. The administrative model of the community library took a variety of forms but the predominant one was the subscription library. These were run like clubs or societies and members paid an entry fee to join and an annual subscription which was used to buy books and pay administrative costs. The library society (as they were often called) was governed by an annual general meeting at which a committee was elected which ran the library on a day to day basis. The model was therefore essentially democratic. This was the predominant model in the 18th century. In the 19th century new administrative models appeared influenced by secular utilitarianism and religious evangelicalism. They were less directly democratic in character but retained the model of management by committees which were usually composed of leading figures in the local community.

The seventeenth century background

The origins of modern Scottish library activity lie in the seventeenth century at a time when the prevailing religious ideology was Episcopalianism. Consequently such models of organisational thought as existed such the Kirkwood experiment (See below) tended to be centralised ones. The origins of library organisation lay in the universities and the donations they were able to attract. University libraries were founded or reorganised at St. Andrews (1612), Glasgow (1577), Aberdeen, King's College about 1495 and also in Aberdeen, the library at Marischal's College was founded in the early seventeenth century.

Thanks to patronage it was able to employ Scotland's first university librarian from 1632. Edinburgh University Library predates the university itself, being founded in 1580 and taken over by the university in 1584.

Special libraries too, originated in the late seventeenth century. The Advocates' Library, originally a lawyers' library, was founded about 1680. Its speedy adoption of a wide-ranging acquisitions policy and its recognition as a legal deposit library soon made it the country's de facto national library. Its first printed catalogue, issued in 1692, was Scotland's first printed catalogue of a library, rather than a private collection. The first medical library, that of the Royal College of Physicians in Edinburgh, was founded in 1682, the year after the College itself. A librarian and a deputy were appointed in 1683.

Strategies of wider access were also emerging. Libraries either benefited from or grew out of the work of private collectors. During the restoration period most book collectors were Episcopalians and among the middling ranks of society Episcopalian clergy took the lead. They developed wide ranging liberal traditions of book use which included literature, history and law as well as books on religion which covered a wide theological spectrum. Another tradition was however emerging. This was a movement away from literature towards history, memoirs, sermons and religious and theological controversy often related to political issues. Although this tradition was found in other parts of Europe in Scotland, in the eighteenth century, it became associated with Calvinism and the origins of working class book use. In the 1690s Episcopacy was abolished in favour of Calvinist church government and the Calvinists took control of the universities. Many Episcopalian clergy, including leading book collectors, lost both their parishes and contact with the universities which they had formally patronised with gifts of books. They began now to look to local communities as potential beneficiaries of their patronage.

The consequence of this was the somewhat diffuse First Endowment movement which included twenty libraries founded between the Reformation and 1800 and comprised some which could be considered to be early school libraries or future components of academic libraries. The first parochial library was founded at Saltoun in East Lothian in 1658 by Norman Leslie, minister of Gordon in Berwickshire.[1] The main period of the First Endowment movement was 1680 - 1720 and included such well known institutions as Innerpeffray library (founded c1680) and the Leightonian Library in Dunblane (founded 1684). As a movement it bore all the hallmarks of its ideological origins. Libraries tended to be small, not usually exceeding a few hundred volumes because they had begun life as private libraries or had been formed with the proceeds of small bequests. They were located mainly in east and central Scotland reflecting the distribution and circulation of books in the seventeenth century. Unlike in England secular control was much more marked. The small stocks, largely composed of religious books and containing many books in foreign languages, were as inimical to the creation of large user groups as were their original regulations but stock expansion and imaginative management in the eighteenth century greatly liberalised and extended the use of some including Innerpeffray library, the John Gray Library at Haddington and Dumfries Presbytery library.

Although at first hostile to Episcopalian traditions of book use Calvinist clergy soon became more sympathetic partly because of the need to tackle the problems of ignorance, alleged irreligion and political instability in the Highlands. The General Assembly of the Church of Scotland adopted in 1705 a proposal by James Kirkwood, a former Scottish Episcopalian clergyman to set up small libraries in the Highlands.[2] The scheme was a watered down version of that proposed by Kirkwood in a publication entitled *An overture for founding and maintaining of Bibliothecks in every paroch throughout this kingdom, humbly offered to the consideration of this present* [Scottish General Assembly of the Church of Scotland] *Assembly* issued in 1699. This proposed, inter alia, that every parish in Scotland should have a library and that a union catalogue of all the libraries should be centrally maintained. Although the sophisticated centralised organisational model proposed was not influential the idea that library provision in the Highlands should be the product of intervention from the Lowlands was still being applied two hundred years later.

The eighteenth century achievement

The 18th century marks the origin of publicly available library provision in Scotland on a large scale.

This was partly based on the circulating library, but much more on institutional provision which was highly appropriate to Scotland's needs. The subscription library and its accompanying ideology are Scotland's distinctive contribution to library history, although it was also important in both England and New England.

The subscription library movement was divided on class lines with libraries for the middle classes and separate libraries for the working classes. The latter were cheap to join and consequently smaller. Book selection policies and administration were influenced by the Scottish Enlightenment. Circulation and subscription libraries complemented one another, the former being usually run in conjunction with bookshops and were found mainly in the big towns. Subscription libraries which were smaller developed initially in market towns and villages, subsequently expanding into the cities. The first circulating library in Britain was founded in Edinburgh by Allan Ramsay in 1725 and the first working class subscription library in Britain was founded at Leadhills in 1741. (It was not originally a working class library but subsequently became so). The first true middle class subscription library may have been founded at Dumfries in 1745 but the first definite foundation is Kelso in 1751. Thereafter the movement grew steadily. A second working class subscription library appeared at Wanlockhead in 1756 but no more appeared until the 1790's, the principal decade of expansion in both Scottish working class and middle class libraries.

Circulating libraries pioneered large scale provision by the standards of the time and developed sophisticated loan services while subscription libraries were a form of community development but they shared a common ideological foundation in Enlightenment values which can be seen in their book selection policies.

Circulating libraries 1725 – 1800

Circulating libraries were a rarity in Scotland compared with England and, like endowed libraries, were limited in geographical distribution, although in a less eccentric fashion. There were, before 1801, some 369 circulating libraries in Britain as a whole, only thirty one (8% of the total) being in Scotland. Ramsay's foundation set a precedent, for the circulating library remained mainly in the large towns and on the east coast where much of the population was concentrated as were the outlets for retail bookselling. Edinburgh was the main centre, having seven libraries over the period, followed by Aberdeen and Glasgow with five each. Dundee and Paisley had two each. Other centres were Dunbar, Banff, Elgin, Inverness, Leith, Peebles, Perth, Peterhead, Irvine and Beith.[3]

Their stocks were large by the standards of the period, 5,000 or more volumes not being unusual. The largest was James Sibbald's in Edinburgh, which had 20,000 volumes in 1786.[4] Large circulating libraries in terms of stock size matched university libraries.

The circulating library was the first kind of library in Scotland to offer a high quality lending service although at a correspondingly high cost. Loan periods and borrowing rights varied with the ability to pay. Because some libraries had a borrowing category of country members they served rural hinterlands as well as immediate urban areas. Collections of foreign language books especially French titles were commonly held. Sibbald even pioneered the loan of non book materials by offering a print lending service.

The stocks of circulating libraries were composed largely of non fiction which usually accounted for about 80% of stocks and contained the leading standard authors of the day as well as more popular material. History, divinity, voyages, travels, poetry, plays and novels were the subjects advertised by Isaac Forsyth of Elgin. An analysis of Sibbald's catalogue of 1786, shows that history and geography accounted for 19% of the stock. Literature also accounted for 19% while science and technology comprised 20%. Such a pattern of specialised book provision was quite common for other circulating libraries had specialist collections on music and theology, subjects which were otherwise difficult to study outside an academic environment.[5]

It is notable that the circulating library was the only type of library in Scottish history that did not have an essentially institutional base.

Subscription libraries 1741 - 1800

The subscription library arose partly out of deficiencies of other types. The bulk of new potential library users were in central and south western Scotland and were poorly served by endowed and circulating libraries, the latter being extremely expensive anyway. Market towns and villages had either few or no bookshops and there was a need to develop book purchase and use along cheap and easily manageable lines. The 18th century was an age of societal activity and closely knit intimate communities. A type of library which combined community government and control in a societal framework with relatively inexpensive book purchase and use was the obvious strategy. Book selection and library management policies could be developed which reflected the intellectual needs and social values of the community.

The progress of the movement illustrates these points. Between 1745 and 1800, forty three middle class libraries were founded, more than half (twenty seven) being formed between 1791 and 1800. Only five were north of the Tay and twenty seven were south of the Forth/Clyde line. The county with the most was Roxburgh but by 1801, Glasgow, Aberdeen and Paisley still did not have any, although Dundee and Edinburgh did. An urban base of about 2,000 people with an accessible rural hinterland was perfectly adequate. Kaufman has pointed out that the middle class subscription library movement involved the participation of leading citizens of the community,[6] men who called themselves gentlemen and who frequently associated for other purposes. Membership was drawn mainly from the middle strata of society although at either end it shaded off into other categories, knights and earls at one end and prosperous tradesmen at the other who represented a link with the working class movement. The middle ground was made up of landed proprietors, ministers, civil servants, solicitors, businessmen, doctors and members of other middle class occupations including transients like army and navy officers. They usually comprised a fair cross section of their local community and were not representative of overt factions, either political or religious. Women were readily admitted as members but were not numerous and took no part in administration unless they were employed as librarians.

Administrative ideologies reflected the social values of their founders. Middle class libraries were often known as proprietary libraries because members had joined by paying an entry fee, the equivalent of purchasing a share, which made them 'proprietors' of the library. Entry fees in the 18th century were about a guinea. The annual subscription was about 6/-. The members elected a committee who managed the library, selected the books and appointed a librarian. The librarian was entirely subservient to the committee, usually part time and was unlikely to earn more than £5 per year. As an initial step booksellers were sometimes retained as librarians. They supplied both premises to house the library and sold books for its stock. This was done at Ayr and Kilmarnock and helped to keep down costs.[7] In 1755, Kelso Library, by giving a large order for books, was able to obtain them more cheaply than they could be bought in London.

It is clear from the diary of George Ridpath[8] (1717-1772) who was parish minister at Stichel, near Kelso, how middle class subscription libraries facilitated the development of book use. Ridpath read **extensively**. During the period 1755-61 he read about 150 monographs as well as contemporary newspapers and periodicals. His main subject interests were history, science, medicine and the classics. Many of the books he read were recent publications and he also read the *Philosophical Transactions* regularly to keep abreast of modern scientific research. Without the library much of this would have been impossible. Although a clergyman Ridpath read no theology, a reflection of contemporary Moderate values. The library regulations also facilitated intensity of use. In June 1756 Ridpath returned the *Georgics,* 'my month being out'.[9] However some old practices survived. He read almost no fiction and he usually read each book several times, frequently taking notes.

How administration and attitudes to book use developed can be seen from the first two years of Duns Public Library, founded in October 1768. The library had eighteen founder members mainly tenant farmers, although there were four ministers. One of the ministers was elected president and a local solicitor (writer) as secretary. A list of orders was made up and copies were sent to different Edinburgh booksellers to find out who would supply the books mostly cheaply. James Young, the local bookseller was appointed librarian, at a salary of £2 per year. He was not asked to supply books for stock, presumably because he would not be able to compete with large bookshops in Edinburgh.

The initial bookseller's order consisted of eighty five items and included Robertson's *History of Scotland*, Anson's *Voyages* and *Don Quixote.* The main subject areas covered were history, social sciences and some literature. Religion, theology, science and technology were largely ignored. The books arrived in early December.

Arrangements with booksellers usually proved unsatisfactory and this seems to have been the case at Duns, for the clerk wrote to Alexander Hay of Drummelzier, a local landed proprietor, asking for permission to keep the books in the town house. Hay, answering in the affirmative on Christmas day, accurately identified the nub of the issue.

> 'It must give me great pleasure to think that Dunse is in a way of becoming a Seat of Literature, Arts and Sciences, tho' I must owe I should have still more was there a possibility of its becoming a Settlement for Industry, Trade and manufactures'...[10]

Hay had accurately perceived that the role of the library was to promote social science values, not those of commerce, industry or agriculture, despite the predominance of farmers among the membership.

The book selection policy of the Scottish proprietary library in the 18th century was to amass a vernacular collection of predominantly non-scientific secular titles for which there was an anticipated demand. Imaginative literature, history, geography and biography were the most popular subject areas. Reading vogues were broadly similar in England and Scotland, except that there was demand for fiction in Scotland which could not be satisfied by other means.[11]

There was a good deal of uniformity in library stocks. Greenock's second catalogue of 1792 (637 volumes) contains about 360 volumes in common with the Duns catalogue of 1789 (1,105 volumes) more than half of the former and just under a third of the latter.[12] The comparison is really closer than these figures suggest for the same author is sometimes represented by different titles and the same subject is sometimes represented by different authors. Kaufman also noted stock overlap in five libraries, two of them circulating.[13] An examination of the minutes of Ayr and Kirkcudbright subscription libraries shows that the books bought were often not new publications which indicates a desire to build a standard stock, rather than just acquiring currently published material and the surviving shelf stock of Greenock Library tells a similar story. Such book selection policies gave access to the values of the age.

Working class library provision and the ideology of mutual improvement

Despite detailed lists of rules middle class subscription libraries were rather poorly administered[14] and the main thrust of ideological development lay with the working class subscription libraries. Some important early principles can be identified from a study of the origins of Leadhills Reading Society.

The subscription library movement originated in Leadhills for several reasons. The Leadhills/Wanlockhead complex was one of the few major capital intensive concerns in Scotland at that time and was greatly expanded in the 18th century.[15] In 1770 there was a population of 1,500 of whom 500 worked in the mines.[16] At that time less than half of them would have worked for the Scots Mines Company, a major investor in development. The miners were organised into partnerships of from two to twelve men and each partnership entered into a 'bargain' with the mine owner to raise ore at a certain price in a particular part of the mine. The ore raised was then smelted on site by smelters who, along with the miners, formed the village's working class elite. A typical lead mining village also included lead washers, joiners, blacksmiths, shopkeepers and a minister, doctor and schoolteacher. There would also be people like shepherds who were economically uninvolved in the community. The lead mining companies who dominated the mining villages enjoyed a well justified reputation for paternalism. While this included strict discipline, even extending to moral issues, it comprehended a measure of benevolence and a real attempt to encourage self help. In view of the remoteness of mining villages it is not surprising that the constructive use of leisure was a major preoccupation. The lead mining companies appreciated that the promotion of education and reading could facilitate this.[17] The overall aim was to create well disciplined communities with some appreciation of the constructive use of leisure.

To promote these policies, James Stirling of Garden (1692-1770) was appointed mines manager at Leadhills in 1734 by the Scots Mines Company. Stirling's contribution to the foundation of the library and the philosophical principles which underpinned it are difficult to assess because he lacks an adequate biography.[18] He was interested in Venetian glassmaking and was a distinguished mathematician who was denied the academic career he was entitled to because of his Jacobite opinions. He came to Leadhills in 1734 and remained there until his death.

Prior to Stirling's arrival the miners had a reputation for independence of spirit and violence of temperament. Stirling introduced a comprehensive programme of reforms. The number of ale sellers was reduced, the working day was shortened to six hours to lessen the danger of lead poisoning and a surgeon and a schoolmaster were brought in. Old age pensions, sickness benefits and a charity fund were introduced. He drew up a comprehensive code of rules governing the miners' behaviour, both above and below ground, and encouraged them to build proper stone cottages for themselves. The miners were also encouraged to take in land from the surrounding waste to grow their own food, especially green vegetables as they and their families were subject to vitamin deficiency diseases.[19] The scheme was so successful that it was copied at Wanlockhead and adopted in a modified form at Westerkirk.

The circumstances surrounding the foundation of the library are rather less clear cut. W.S. Harvey, the industrial archaeologist and mining historian, has examined the bargain books for the 1740s in which mining company overseers recorded their 'bargains' with partnerships of miners. Bargains were signed for by one of the partners, known as the 'taker'. Harvey found that some takers were only able to make their mark while other signatures were so bad as to be illegible. It should be noted that the takers' names had already been recorded by the overseers so the takers had only to copy it down. As will be shown below, in the context of the library, reading and writing were linked skills, although this was by no means generally the case in 18th century Scotland. On the other hand, some miners had prior experience of book use. The subscription list appended to Isaac Ambrose's *Prima media and ultima...* (1737) contains six Leadhills names including James Muir, workman and Hugh Manson, miner. Two more, Edward Douglas and John Weir were original members of the library.

Near contemporary sources credit Stirling with the foundation of the library as part of his package of reforms.[20] The *Old Statistical Account* appears to give the credit to the miners but this probably refers to the fitting up of a new library **building** which was being done at about the time the parish minister was writing. Certainly Robert Forsyth supports this.[21] The association with Allan Ramsay mentioned in secondary sources from the late 19th century onwards, is entirely spurious. The legend appears to have originated at the time of the centenary celebrations in 1841.

The evidence suggests that not only were the miners not the founders of the library, they were not even its original membership. The library's list of members from 15th April 1743 until 1902 still survives and records 870 names, beginning with the core membership of 23 in 1743.[22] Occupations are not given but some of the names recur in the document known as the 'Leadhills Diary' which appears to be the diary of one Matthew Wilson and covers the period, June 11th 1745 to July 12th 1746.[23] Wilson was a senior mines clerk and occupied a middle management position. He was a trusted confidant of Stirling and a frequent guest at his house.

Wilson joined the library in 1745 and immediately became a member of the committee. Some of the founder members of the library appear in the Diary as friends or colleagues of the author. It is difficult to identify any of the lower strata of employees among the early members. Wilson describes a number of men as labourers but none of them appears in the membership list. One of the founder members, John Wilson, is described as a miner but he employed workmen of his own. The position began to change in the late 1740s. Another John Wilson, this time a blacksmith joined in 1749 and other less prestigious occupations are found thereafter, such as John Weir, leadwasher, who joined in 1758. The miners initially had no exclusive rights to the library society which was more broadly based than it subsequently became. The rules drawn up in 1743, which have fortunately survived forbid office holding by grieves and overseers but this restriction only applied to a handful of individuals.[24]

The foundation of the library was the keystone in a programme of social engineering[25] although its early history was probably more confused and uncertain than previously thought. An examination of the rules of 1743 which were amended in 1821 and again in 1859[26] demonstrates the complexity of the situation.

Prospective members had to pay an entrance fee of 5/- and an annual subscription of 4/- which was customarily paid quarterly. The society was governed by quarterly meetings, the first of the year, held at the beginning of January, being the 'anniversary' or annual general meeting. At each AGM a chairman (preses) secretary, treasurer, librarian and three inspectors were chosen. The librarian had to keep the library, presses and books in good order, issue and discharge books and keep a record of the library's stock. For these services he had free use of the library. He was not, however, required to observe the physical condition of returning books and he did not have to monitor the operation of the circulation system. This was done by the inspectors who examined returned books for damage on loan nights. They could also go into any member's house and demand to see the library books in his possession. Policy was executed by a committee of twelve members which met monthly, principally to select books. Matthew Wilson identified this as the main committee function as early as 1745. Failure to obey the regulations was punishable by fines and in the most serious cases expulsion was threatened. Women were forbidden formal membership until about 1872 although before this women could claim reading rights during the minority of their male children under the inheritance rule (Membership was both inheritable and transferable). Any member refusing office could be fined. The loan period depended on the size of the book. Four duodecimos could be borrowed at a time but only one folio: The basic loan period was one month but this was doubled for quartos and folios.

The organisational model here anatomised and one which became universal is that of the reading society in which the members agreed to associate for a specified period of time, usually up to five years, in order to amass a collection of books which would be dispersed among the members at the end of the period. The library variant of the model is, of course, permanence but often the difference was more apparent than real. Successful temporary reading societies might be made permanent while libraries, intended to be permanent, might fail after a few years.

The size of the entry money and subscription lend support to the view that the library was not originally envisaged as a working class institution. Subscription rates declined over the years indicating the move to a working class base. By 1822 the annual subscription had fallen to 2/6 although the entry money had actually risen to 7/6 and by 1859 the annual subscription had fallen again to 2/- while the entry money had declined to only 3/-.

Such a band of subscriptions could never hope to raise a large income. Subscriptions for working class libraries customarily ranged from 2/- to 5/- per annum which might bring in an annual income of about £10. Outside patronage which was a major feature at Leadhills and is regularly referred to in the minutes was the only means by which incomes could be substantially augmented.

The spread of working class libraries from the 1790s onwards resulted in the growth of a large network of very small libraries, based on small communities. These libraries were administered in an amateur fashion, had little or no contact with one another and were incapable of substantial expansion. It was a picture which did not change until the 20th century which demonstrates the historic conservatism of Scottish libraries.

The philosophical model which underlay the rules was that of mutual improvement which is spelt out in the preamble to the original rules of 1743 and retained in subsequent amended versions.

> 'We, Subscribers, having agreed to form Ourselves into a SOCIETY, in order to purchase a Collection of Books, for our mutual Improvement, did ... condescend upon certain ARTICLES, to be observed by us, for the Establishment and Regulation of this our Society...'

Mutual improvement may be defined as the spiritual and intellectual development of the social individual through corporately organised intellectual activity, in this case, book use, and it reflected the wider preoccupations of the Scottish Enlightenment. Scottish philosophy in the 18th century was concerned with the environment, social sciences and the study of institutions. The [27]Scots believed in the natural sociability of man but that sociability had to be regulated by government and laws. The principal achievement of the philosophers of the Scottish Enlightenment was the development of the social sciences from moral philosophy. Scottish philosophy was both preoccupied with 'social man' and highly environmentalist in outlook. Institutions of all kinds could be used to mould and 'improve' individuals to function more responsibly in a collective environment; 18th century Scotland was noted for its enthusiasm for societal activity and some types of society aimed to promote intellectual development in a corporate framework.[28]

The idea of mutual 'benefit' or mutual improvement seems to have been originated by John Locke who founded the first mutual benefit society in Amsterdam in 1687 which was subsequently continued in London. The connection between the mutual acquisition of knowledge and the co-operative use of books was soon made. In the early 18th century, book clubs, inspired by the principle of mutual improvement, began to be founded by English clergymen and there was also an example in Belfast founded in 1705. The idea of a 'mutual benefit' in connection with reading inspired Benjamin Franklin to found a book club in 1727 and later, the Library Company of Philadelphia the first subscription library in the English speaking world. Franklin acknowledged as his inspiration, John Locke, and an American thinker, Cotton Mather.[29]

Initially, in Scotland mutual improvement took the form of discussion and debate and originated in Edinburgh debating clubs and societies, patronised by the literati, the men of the Scottish Enlightenment. The Easy Club founded by Allan Ramsay in 1712, aimed to promote mutual improvement in this way[30] and thereafter the term appears regularly in the rules of Edinburgh clubs and societies but the Leadhills rules of 1743 mark its first appearance in a library context in Scotland where the aim of pursuing the goals of mutual improvement through collective book use is first stated. The role of education and book use in the development of social man is redolent of the values of the period. One of the characters in the Gentle Shepherd asserts

> 'Because by education I was taught
> To speak and act aboon their common thought'.[31]

The play, in fact, represents the model of a self regulating society which is exactly what the rules of Leadhills Reading Society aimed to make it. Not only would the books chosen reflect the social values of the period, the rules which emphasise self discipline, community purpose, regard for proper procedure and a high level of moral seriousness would promote the philosophy of social man. E.P. Thompson has called these four principles the rituals of mutuality.[32] The spirit of the institution is summed up in rule 33.

> 'MEMBERS guilty of any Indecency or unruly obstinate Behaviour, at any of the Society's Meetings, or who shall, on any Occasion, offer any Indignity to the Society, shall be punished by Fine, Suspension or Exclusion, as the Society shall judge the nature of the Transgression to require'[33]

The view that those entering society had to accept its rules reflects a wider world of 18th century belief.

The idea that mutual improvement could be pursued through the use of books, co-operatively acquired and used in a well regulated social environment was invented at Leadhills and in view of its close relationship to the overall policy of social engineering being pursued by Stirling it is difficult to believe that he did not participate in its invention although it was believed in Leadhills, a hundred years later, that James Wells, the Society's first president and village surgeon and William Wright, the first secretary and local schoolmaster had done most of the drafting of the original rules.[34] The philosophy of mutual improvement subsequently became the dominant ideology of working class library provision in Scotland although its further development cannot be linked directly with Leadhills. Between 1790 and 1822, fifty one working class subscription libraries were founded in Scotland and in the 1790s alone fifty two temporary reading societies were formed.[35] Mutual improvement and the socially scientific values of the Enlightenment were major motivations in their foundation. Although the philosophical drive waned the administrative ideology remained strong and was still current at the end of the 19th century. As an ideology it enjoyed widespread social approval although unfortunately it never attracted a major apologist. It is now accepted that Scotland, in common with other northern European countries, had a national educational ideology which aimed, at low cost, to instil basic literacy and numeracy into the entire population and encourage a participation in the search for knowledge at all social levels.[36] The ideology of mutual improvement complemented this by providing the literate with an inexpensive opportunity for book use.

The working class library movement was slow to spread but as the century progressed, factors emerged which facilitated its development. A potential user group lay in the skilled tradesmen of west central and southern Scotland. As well as developing traditions of literacy, book use and prosperity they were promoting traditions of corporate organisation. Unfortunately the history of trade societies seems to be an under-researched area. A Woolcombers' Society was founded in 1759. It had an entry fee and monthly charges. The Fenwick Weavers' Society, founded in 1761, is particularly important because it was one of the first to purchase foodstuffs in bulk which were then cheaply resold to members.[37] Subscription lists show that the weavers of Fenwick associated temporarily for the purchase of individual books and in 1808 they founded the Fenwick Library. The preamble to the regulations reiterates the values of mutual, improvement and even introduces a degree of historical perspective.

> "Everything which has a tendency to improve the condition of man, claims his cordial regard. For this end nothing can be better calculated than a Library adapted to the habits and various pursuits of the community where it is established. The utility of such institutions has happily been long acknowledged in Scotland; and to the diffusion of knowledge, of which they have been not the least considerable instruments, we are indebted, under God, for great part of that light and liberty which we enjoy. The pleasure which results from the perusal of well selected books, is often of the highest kind".[38]

There is a clear link here between trade group solidarity and organisation and co-operative book use and the values of improvement. The Encyclopaedia Club of Paisley which may have existed as early as 1770 seems to have been one of the first to link book use with working class corporate organisation. It got its name because its small collection of books included a set of the *Encyclopaedia Britannica*. Its president, for a time, was a blacksmith and its members included a barber and a handloom weaver. It was essentially a debating society and its meetings were conducted in a highly structured, formal fashion.[39]

An administrative ideology existed to facilitate an intellectual ideology. In the 1790s, twelve working class libraries were founded and fifty two temporary reading societies of which fourteen were in Glasgow and twelve in Paisley,[40] reflecting a general growth in working class book use in Britain as a whole.[41] They were founded mainly by small masters, aspiring professional men, shopkeepers, tradesmen, skilled artisans and workmen with a strong sense of corporate identity like coal or lead miners.[42] In various ways improvement values were articulated. The term appears in Westerkirk Library's rules (founded 1792), deriving its inspiration from Leadhills.[43] Robert Burns, in an anonymous contribution to the *Old Statistical Account*, emphasised the transforming power of book use both for the individual and society.[44] An anonymous writer to the *Scots Chronicle* drew attention to the narrow mindedness of life in small villages and the lack of intellectual development where no library was present.[45] Walter Monteath, a member of the Reading Society of Tillicoultry described the need for corporate activity and emphasised the development of 'good moral character'. Plays and novels were strictly excluded from stock[46] an important reminder that censorship could be exercised within the working class itself.

These are comments from the inside but a notable outside observer was John Millar (1735-1801), professor of Civil Law at Glasgow University.[47] He collected a good deal of useful data on the movement which he published in the *Scots Chronicle* between 1796 and 1799. Millar believed the working classes of central Scotland to be the best educated and most 'intellectually improved' in Europe and therefore capable of benefiting from this new movement. Millar had deplored the dehumanising effect of the industrial revolution and the division of labour and believed that a means had been found to counteract this. He also extended the environmentalist argument by claiming that libraries could promote the perfectibility of man. As a political radical himself he thought that libraries could develop working class consciousness and promote political reform. While other correspondents supported this political argument they seem to have been members of temporary reading societies, rather than permanent libraries. While libraries and reading societies undoubtedly attracted the politically radical there is no evidence that permanent libraries had overtly political objectives and only one was ever criticised for political radicalism.[48]

Although Millar's grasp of the situation was far from perfect he did appreciate that working class libraries should be controlled by the working classes themselves. Libraries administered for the working classes and not by them would lead to apathy and distrust, an accurate and widely ignored prophecy.[49]

The development of book selection policies can be traced through the surviving records of early institutions such as Leadhills Library. There is some reason to think that the library was originally intended to be partly a technical library for the mine management but if such a policy did exist it was rapidly replaced, under pressure from the miners by one which favoured social science and religion. Stock development can be studied via the first catalogue, a manuscript catalogue of 1767 and the first printed catalogue, issued in 1800.[50]

The dominance of history and religion is marked, an average of about 50% of the stock. Biography and travel are also healthily represented. Perhaps most interesting of all is the presence of imaginative literature represented in such classes as Miscellaneous, Literature, Periodicals and Fiction. Between 1767 and 1800 the percentage of fiction rose from 3.2 to 8.5%. A growing sophistication in working class book use can be perceived here. Working class book use in the 18th century has been portrayed as conservative and linked to a continuing preference for controversial religion. There is no doubt that this was the case at Leadhills where the miners were strongly inclined to Evangelicalism and indeed many joined the Free Church in 1843, but equally the miners were moving towards secular book use and even embracing fiction which, by the end of the 19th century would be the main component of book issues in most publicly available libraries.[51] Without this move towards secularism the community library movement would not have continued to grow.

By the end of the century book selection policies reflected both conservatism and change. Religion was still a popular subject, reflecting a continuing tradition of working class piety. Controversial religion also offered a means of pursuing dissident social behaviour in a world dominated by Moderate clergy and the Patronage system. Broadly socially scientific subjects like history, geography, biography and politics were also moving to prominence. Perhaps most notable and the harbinger of a major trend was the shift towards fiction, literature and periodicals. In view of the hostility to imaginative literature sometimes voiced from within the working classes this may seem surprising but it reflects the transmutation of a tradition, based on folklore, chapbook literature and heroic tales notably the adventures of Bruce and Wallace.[52] The reconciliation of these apparently hostile traditions was now actively being pursued. Indeed, in 1864 , a Leadhills resident ridiculed the utilitarian journalist, Harriet Martineau, for suggesting that the miners were excessively preoccupied with non fiction.[53]

A study of five working class subscription library catalogues of the period[54] shows clear differences between working class and middle class book selection policies. The middle classes took to fiction and serial literature more quickly than the working classes and some working class libraries remained actively hostile to fiction until well into the 19th century but nonetheless a process of reconciliation was already taking place. Social sciences represented common ground with religion the main difference. The rise of Evangelicalism would maintain the difference and add fresh elements of complexity. Another meeting point was the mutual lack of interest in vocational reading, a consequence of the impact of the Enlightenment and the interest in social sciences which it generated. Among the working classes vocational reading is linked to the rise of the new middle class professions in the second half of the nineteenth century.

The subscription library in perspective

New types of publicly available library appeared in the nineteenth century all of which were characterised by middle class interventionism. They were the libraries of mechanics' institutes, churches of many denominations, libraries of the second endowment phase and rate supported libraries which eventually came to dominate. These latter were funded by wealthy individuals and were managed by committees of varying degrees of accountability. Most significant of all were the rate supported libraries which began to appear from 1853 onwards when the first Act was passed. A further Act, the Public Libraries (Scotland) Act of 1867, required library committees to contain equal numbers of elected members and householders, a clear recognition of the Scottish community library's inclusive traditions[55]. The subscription tradition enjoyed varied fortunes. The last middle class subscription library was founded in 1826 by which time about seventy three had been established. Poor administrative standards and falling book prices meant that many were already in decline. Some, such as Greenock and Langholm, survived into the twentieth century by assuming a more popular character but many disappeared. There were twenty five left by the end of the century. Working class subscription libraries suffered from small incomes, lack of resources, the inability to invest in development and vulnerability to the trade cycle. They were also unable to cope with the challenge of industrialisation and urbanisation. The movement survived successfully in the traditional heartland of the community library, the large village and the market town. By the end of the century there were eighty three[56].

Conclusion

Over a lengthy period libraries in Scotland have complemented and supplemented widespread, but limited, cheap education and given the average Scot opportunities to continue reading and book use after the conclusion of scholastic education. Libraries were based on small, inexpensive administrative units which were most effective outside major cities, much like the educational process itself. Scottish library history, apart from the period of middle class intervention in the early nineteenth century, has been marked by consensuality among social leaders in the eighteenth and nineteenth centuries and among political parties in the twentieth. Libraries have supported key factors in Scottish intellectual life. They have encouraged all social classes to participate in intellectual life and supported the Scottish rejection of a separate class of intelligentsia. Religion has been a major motivation to book use for all social classes, but especially for the working classes, in whose enthusiasm for controversial religion can be found the origins of working class intellectual independence.

The movement also has wider significance. The Scottish community library system although it recognised a common set of cultural and intellectual assumptions had no central organisation and was entirely self regulating and as such was a self regulating information system two hundred years before the Internet. The influence of the movement abroad has yet to be quantified but it must have been substantial. Scottish emigrants to the old white Commonwealth took with a system of values which could be replicated in Canada, Australia and New Zealand. There was in Tasmania, for example, in the mid 19th century, a subscription library at a place called Evandale which had been founded in 1847 by a young Scottish Presbyterian minister and its stock and style of management closely followed Scottish precedents[57]. Perhaps most significantly of all Scotland was the first country in the world to have a national policy for public library provision.

---

[1] T. Kelly, *Early public libraries,* London: Library Association, 1966. p. 87

[2] W. R. Aitken, *A history of the public library movement in Scotland to* 1955, Glasgow: Scottish Library Association, 1971. pp. 6-12.

[3] Varma, Devendra P. *The evergreen tree of diabolical knowledge.* Washington: Consortium, 1972.

Kaufman, Paul. The rise of community libraries in Scotland. *In Papers of the Bibliographical Society of America*, vol. 59. 1963. pp. 233-294.

McDonald, William R. Circulating libraries in the north-east of Scotland in the eighteenth century. *Bibliotheck*, vol. 5, 1967-69. pp. 119-137.

William White. *A sale and circulating catalogue of books... To be had of William White at his shops at Irvine and Beith.* 1780.

[4] Sibbald, James. *A new catalogue of the Edinburgh Circulating Library.* Edinburgh: Sibbald, c.1786.

[5] Kaufman, Paul. op. cit. pp. 233-294.

[6] Ibid. p. 278.

[7] The above generalisations are derived from Crawford, John C. 'The origins and development of societal library activity in Scotland'. MA Thesis, University of Strathclyde, 1981. pp. 127-176.

---

[8] Ridpath, George. *Diary*, 1755-1761. Edited by Sir James Balfour Paul. Edinburgh: Scottish History Society, 1922. pp. 38-9.

[9] Ibid. pp. XII-XIII; 77.

[10] 'Record of the laws, regulations and proceedings of the subscribers for a public library at Duns', Oct-Dec., 1768, passim. [Minute Book. Borders Regional Library Service].

[11] Crawford, John C. op. cit. p. 172.

[12] Greenock Library. *Catalogue and rules of the Greenock Library*. Greenock: T. Murray, 1792; Duns Subscription Library. *A catalogue of books in the subscription library at Dunse*. 1789.

[13] Kaufman, Paul. op. cit. pp. 285-6.

[14] Crawford, John C. op. cit. p.176.

[15] Smout, T.C. *A history of the Scottish people*, 1560-1830. Glasgow: Fontana, 1972. p. 229

[16] Pennant, Thomas. A tour in Scotland, vol. 2, p. 129. *Quoted in* Irving, George Vere. *The Upper Ward of Lanarkshire described and delineated* Glasgow: Murray, 1864. vol. 3, p. 35.

[17] Smout, T.C. Lead mining in Scotland, 1650-1850. Payne, Peter L. *Editor. Studies in Scottish business history*, London: Frank Cass, 1967. pp. 125-6; Jackaman, Peter. The company, the common man and the library: Leadhills and Wanlockhead. *Library Review*, vol. 29, Spring, 1980, pp. 27-32

[18] Brief biographical sketches can be found in: Tweedie, Charles. *James Stirling: a sketch of his life and works along with his scientific correspondence*. Oxford University Press, 1922; Tweddle, Ian. *James Stirling*. Edinburgh: Scottish Academic Press, 1988.

[19] Smout, T.C. Lead mining in Scotland, op. cit. p. 125-6.

[20] Allardyce, Alexander, *editor. Scotland and Scotsmen in the eighteenth century from the manuscripts of John Ramsay of Ochtertyre*. Edinburgh: Blackwood, 1888. vol. 2. p. 311; Forsyth, Robert. *The beauties of Scotland*. Edinburgh: Constable, 1806. vol. 3. p. 107

[21] Sinclair, Sir John, *Bart*. *The statistical account of Scotland*. Edinburgh: Creech, 1791-99. vol. 4. p. 512; Linlithgow MSS. Leadhills Mining Papers, no. 22. Class IV, 100 (Hopetoun House); Forsyth, Robert. op. cit. p. 107.

[22] List of the members of the Reading Society in Leadhills and time of their admission. National Library of Scotland. MSS acc. no. 3076.

[23] [Wilson, Matthew]. A Leadhills diary for 1745. *Transactions of the Dumfriesshire and Galloway Natural History and Antiquarian Society*. Third series. vol. 54, 1979.pp.105-131.

[24] Leadhills Reading Society. *Rules and by-laws of the Society for Purchasing Books at Leadhills*. [1761]. MSBK 6/12 (Hornel Library, Broughton House, Kirkcudbright).

[25] Kaufman, Paul. *Libraries and their users*. London: LA, 1969. p. 164

[26] 'Articles and Laws of the Leadhills Reading Society', as amended in April 1821 are reproduced in: Children's Employment Commission. *Reports from commissioners*, vol. 3. 1842, vol. XVII. *Appendix to first report of commissioners. Mines*. Part II. London: Clowes 1842, pp.874-8; Leadhills Reading Society. *Articles and laws of the Leadhills Reading Society*. Carluke: Aikman, 1908.

[27] Chitnis, Anand *The Scottish Enlightenment, a social history*. London: Croom Helm, 1976, pp. 4-6.

[28] McElroy, Davis D. *Scotland's age of improvement*. Washington State University Press, 1969.

---

[29] Manley, K.A. The SPCK and English book clubs before 1720. *Bodleian Library Record,* vol. 13, 1989, pp.231-43.

[30] Rendall, Jane. *The origins of the Scottish Enlightenment,* 1707-1776. London

[31] Kinghorn, Alexander Manson *and* Law, Alexander *editors. Poems by Allan Ramsay and Robert Fergusson.* Edinburgh: Scottish Academic Press, 1985, p.61.

[32] Thompson, E.P. *The making of the English working class.* London: Penguin, 1968. pp. 456-60.

[33] Leadhills Reading Society. *Rules and by-laws of the Society for Purchasing Books at Leadhills.* [1761]. op.cit.p.17.

[34] Children's Employment Commission. *Reports from commissioners,* vol. 3. op.cit.p.874.

[35] Crawford, John C. op.cit.pp.187-209

[36] Smout, T.C. *A century of the Scottish people,* 1830-1950. London: Fontana Press, 1987. pp.209-230.

[37] Fraser, W. Hamish. *Conflict and class: Scottish workers,* 1700-1838. Edinburgh, John Donald, 1988.pp.43-61.

[38] Fenwick Library. *Regulations and catalogue of the Fenwick Library.* Kilmarnock: Mathie, 1827.

[39] Urie, John. *Reminiscences of eighty years.* Paisley: Gardner, 1908. pp.27-9.

[40] Crawford, John C. op.cit.p.207; 215

[41] Altick, Richard D. *The English common reader.* University of Chicago Press, 1957. pp. 67-77.

[42] Crawford, John C. op.cit. p.234.

[43] Kaufman, Paul. *Libraries and their users.* op cit. p.169

[44] Sinclair, Sir John. *The statistical account of Scotland.* Edinburgh: Creech, 1791-9. vol. 3.pp.598-600.

[45] *Scots Chronicle* 21/2/1797. No. 109.

[46] Ibid. 13/3/1798. No. 224.

[47] Crawford, John C. op.cit.pp.192-204.

[48] *New Statistical Account.* Edinburgh: Blackwood, 1845. vol. 6. *Lanark,* p.802

[49] *Scots Chronicle.* 20/1/1797. No. 99.

[50] Linlithgow MSS 'Catalogue of the library in Leadhills', 1767. Leadhills mining papers no. 23. Class IV. 113. (Hopetoun House); Leadhills Reading Society. *A catalogue of books contained in the Miners' Library at Leadhills,* 1800. (Scottish Record Office. TD 76/43. Stirling of Garden MSS).

[51] Kelly, Thomas. *A history of public libraries in Great Britain.* 2nd.ed. London: LA, 1977, pp.84-8.

[52] Robertson, George. *Rural recollections.* Irvine: Cunninghame Press, 1829. p.98-100.

[53] Martineau, Harriet, News of an old place. *Household Words,* August 1852 quoted in: Irving, George Vere. *The Upper Ward of Lanarkshire described and delineated.* vol.3.op.cit.pp.41; 196-7.

[54] Crawford, John C. op.cit.pp.246-8.

[55] Aitken, W. R.. op. cit. p. 240

[56] J Crawford, 'John C. Historical models of library provision: the example of Scotland', unpublished Ph.D. thesis, Glasgow Caledonian University [1993]

[57] Adkins, Keith. Books and reading in colonial Tasmania: the Evandale Subscription Library 1847-1861, paper presented at the History of the Book in Australia conference, State Library of New South Wales, 19-20 September 1998; Evandale Subscription Library. *Rules and catalogue of the Evandale Subscription Library.* Launceston, Tasmania: Launceston Examiner, 1857.

BEST COPY AVAILABLE

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**064-111-E**
Division Number:	**VII**
Professional Group:	**Library History RT**
Joint Meeting with:	**-**
Meeting Number:	111.
Simultaneous Interpretation:	**-**

'[T]he whole tragedy of leisure in penury': the South Wales Miners' Institute libraries during the Depression

Chris Baggs

In the *Aberdare Leader* newspaper for 21st February 1903 it was reported that the small South Wales mining township of Penrhiwceiber had turned down an offer of £700 from Andrew Carnegie to help establish a public library in the area. This was not a unique occurrence, although generally Carnegie's offers had the opposite effect of concentrating local minds, overcoming any opposition and leading to the provision of a **public** library service. But then, as the report makes abundantly clear, Penrhiwceiber was not interested in the local authority funded model of public library development either, which the community also dismissed as 'municipal doles'. Why such strong feelings and such strong language? Was the local community implacably opposed to the concept of a library service for the locality? The answer is no, quite the reverse. The main reason for Penrhiwceiber's decision was that the township already enjoyed a library service from a local Miners' Institute and had done so for some years. The community did not see why it should forfeit its 'independence' and pay twice for a library facility via their own contributions and local rates, or be beholden to a wealthy American philanthropist, whose handouts were frequently seen as 'blood money'.

Beginning in the late 1860s and early 1870s, i.e. when public library enabling legislation was already firmly in place in the British Isles, many South Wales coal-mining communities had looked to themselves to provide for the growing reading needs of their inhabitants. Libraries and reading rooms could meet these needs, whether they were educational, cultural or recreational, but in the newly emerging mining communities of South Wales, where there was little or no tradition of municipal governance, their answer was formed by entirely different traditions. Whereas the older, more established towns around the fringes of the coalfield, such as Pontypridd, Merthyr Tydfil and Aberdare did adopt the Public Library Acts between 1887 and 1901, smaller townships and villages all across the coal-mining region of Monmouthshire, Glamorgan and parts of Carmarthenshire and Brecon established well over 100 libraries and reading rooms in the five decades before 1914, generally as a major, if not the most important feature of a local Workmen's or Miners' Institute or Hall. These were a communal response to a community's need, and individual communities were justifiably extremely proud of what they had achieved for themselves, long before 'charitable millionaires' arrived and without the assistance of local authorities.

Welsh non-conformist traditions and social practices had instilled in local mining communities a desire for and belief in reading, culture, self-education, and self-improvement, one practical manifestation of which had been that since the mid 19th century, many miners had had deducted from their wages, via a system known as poundage, a levy which paid for their children's schooling. When elementary schooling became free, this levy, rather than simply being cancelled, was channelled into the provision of workmen's halls, whose libraries were able to meet the growing demands for better, wider and easier access to reading, a demand that had developed as a result of the rising literacy levels, and the increasing amounts of progressively cheaper reading materials.

Self-help was an acknowledged and widely advocated element of Victorian social policy, but to this the South Wales mining valleys added various extra features defining factors. Welsh non-conformity was fundamentally democratic in nature. It relied on its own members for its leadership, organisation and finance, thereby encouraging and nurturing self-belief in their own abilities, giving them practical experience in management, and weaning them off any reliance on the traditional external religious hierarchical structures associated with the established Church in Wales. Other features of these emerging mining communities further promoted a self-help, collective-style response to the social issues that confronted them. Firstly there was geography. Many mining communities were in remote areas, cut off from their neighbours at the heads of dead-end valleys and physically isolated from each other. This made many mining communities bounded in outlook to their own concerns; they were not part of the world outside, but belonged to a world of their own – a situation which had both positive and negative consequences. One example of this insularity and the closeness of individual communities can be seen at Ynysybwl, where of 3,274 registered workers in the local pit between 1907-1925, only 186, or just 6% came from outside the village.

Elsewhere, as in the heavily populated Rhondda, where the lie of the land required ribbon-type development along the bottom of the river valleys, the result was a string of settlements, which although physically connected to each other, still maintained a village-like atmosphere focussed round the local pit, rather than creating a major town with a clearly defined municipal centre, as is normally the case in urban areas. In both geographical responses strong local identities and community allegiances dominated. Nor should the semi-frontier nature of these mining communities be overlooked. Once a pit had been sunk and the population begun to grow, the provision of basic social, cultural, religious and leisure facilities had to rely on local initiative and collective enterprise, rather than outside agencies. Finally, it is in the very nature of mining, especially during this period, that miners counted heavily on their fellow workmen (or 'butties') to work together co-operatively and collectively to ensure each other's safety in such a dangerous occupation. All these elements encouraged feelings of separateness and independence.

In Paul Kaufman's term, the Miners' Institute libraries of South Wales were genuine 'community libraries', which sprang from an 'original collective impulse', and a 'spirit of local independence', but which also reflected their specific time and environment. The communities served by these libraries were unusual in character, being essentially one-industry and one-class dominated. Apart from the pit managers, there were a few professionals, such as doctors, teachers and ministers of religion, and a small shop-owning class. But these mining communities were almost completely without that middle-class stratum found in other industrialised areas, who often played such a crucial part in progressing the public library movement locally. Rarely was there any alternative employment, apart from the railways. Life revolved around the pit, the ups and downs of the coal-mining industry, and the rhythms and demands of the central figure, the working class miner.

Other non-mining members of the community were not necessarily excluded from Miners' institutes and their libraries. In the early stages of the movement (if it can genuinely be called that), the coal owners and mine officials, many of whom lived locally and worshiped with their workforce in the same chapels, were also heavily involved. They helped establish these institutions through financial and other donations, and also took active parts in their organisation and administration. The local pit owner might feature as Institute President or Chairman, whilst managers would sit on relevant general Committees. Similarly other influential members of the community, especially local ministers of religion and schoolteachers were frequently drafted onto the Book Selection committee for predictable reasons. Often, there was also a category of Institute membership for non-miners, unfeelingly but tellingly referred to as 'outsiders', who paid by regular subscription, rather than via poundage deductions, and who, as a result, were also allowed representation on management committees. In those few communities where there were pockets of alternative employment, such individuals might also join, whilst the local policeman and postman might be given honorary membership.

But, as miners comprised the overwhelming bulk of the membership and provided much of the initial capital and the subsequent daily revenue, the Miners' institutes and libraries can justifiably be seen as established, organised, financed and run by the workforce itself, the ultimate self-help, independent working-class institution, which gave their members some power and control over at least one part of their lives. That was also how the coal owners generally understood and expected it to be. These were not philanthropic organisations grafted onto working class communities in an attempt to control them, partly because in the early period of their development, both the coal owners and the miners' trade union leaders still believed in a commonalty of interests. Capitalists and labour simply needed to understand each other, and then work together in an atmosphere of mutual respect and best interest. This situation did not last for long (if it ever really existed), and certainly by the outbreak of World War I there was a far more confrontational atmosphere abroad in the Valleys, as many South Wales miners had moved politically to the left, shifting their support broadly from the Liberal Party to the emerging Labour Party, the more radical Independent Labour Party, and even some openly revolutionary, socialist groupings.

The position of women and children vis-à-vis the local Institute and library was more complex, and would vary from location to location. There is no doubt that these groups participated in many activities that took place in the Institute theatres and Halls, and that women's clubs and societies also used the meeting rooms. But formal membership of the institution and library usage is a more difficult aspect to identify. There are some examples of women being listed in their own right as library members and users, and a few Institutes even ran ladies reading rooms. However, instances of women taking part in Institute management are very rare and only materialise towards the end of the 1930s. Unsurprisingly, children were not granted membership, but again they clearly used the libraries, as individual library catalogues contain sections listed as 'juvenile' or 'boys and girls'. Nevertheless there is the strong impression that women (and children) normally used the Institutes via the membership of another male member of their family, be it father, husband or brother. Apart from attendance at formal performances in the theatre or regular meetings of women's societies, women certainly felt awkward in visiting the local Institute, and rarely dallied in what was undoubtedly regarded as a male space.

Notwithstanding these caveats to the vision of the Miners' Institute and Library as total community facility, there is no underestimating their centrality to the social, cultural and educational life of the surrounding population, a position they took over from the non-conformist chapels during the last decades of the nineteenth and early twentieth centuries. Physically they came to dominate their communities, as they, the 'miners own cathedrals' generally towered above the interminable terraces of miners' cottages. But unlike contemporary municipal central public library buildings (often similarly over built and over large) these were not dependant on initial Carnegie funding, but were instead concrete symbols of each individual community's own achievements and independence.

The cultural and educational results achieved by these institutions should not be treated lightly. Much autobiographical, biographical and other evidence bears eloquent testimony to the importance of Miners' Institutes as a whole, and their libraries in particular, in furthering and expanding individual minds and horizons, in firing imaginations and giving their readers a glimpse of a life beyond the slagheaps, a vision of a better world. The community did not just resource the facilities, but hugely benefited from them as a community and as individuals. Often the only venue for local adult education activities, as well as cultural events, Miners' Institutes have been variously referred to as the 'brains of the coalfield' (Dai Smith), as 'Prifysgol y Glowyr' (the miners' university), the 'Athenaeum of the working man; the 'Hall of Hope' or the 'Palace of Progress'. Nor can their libraries be dismissed as working class equivalents of penny-a-volume circulating libraries that concentrated on light, escapist, even trivial reading. Fiction invariably formed the largest category in the stock and also the bulk of issues, but individual library catalogues reveal a wealth of other materials, especially of a radical nature, in politics, economics and social policy. And there is sufficient evidence to show that a small, but vociferous, section of the local reading community made good use of this material, which, as users, they had been in a much better position to buy for themselves in the first place than users of their municipal counterparts. One noticeable feature of many early public library collections was the scale of inappropriate donated items dumped on their shelves. This happened far less often in Miners' institute libraries, especially when, as the 19th moved into the 20th century, the influence of local ministers and teachers on book selection committees waned as the miners themselves became more assertive and more radical in their book buying policies and began purchasing material to match their community's needs. Finally, these libraries were not just paid for and used by the local communities, they were normally run by their inhabitants, i.e. the librarian was himself an ex-miner (sometimes admittedly deemed worthy of filling the post simply because they had lost a limb in an underground accident), whose knowledge of the local community and their reading habits was unequalled. They may not have been professionally trained and qualified, but neither were they middle-class outsiders out of place in a working-class milieu. Institute librarian was a much sought after position, and once again the literature bears witness to how many of them were instrumental in forwarding the education of individual local miners, via the books on the library shelves.

By the beginning of 1914 the South Wales valleys were viewed with a growing degree of suspicion and alarm by the government and the establishment. These valleys and the miners that largely populated them took independent, advanced, if not revolutionary, stances on many aspects of contemporary political, economic, social and educational practice. The Tonypandy riots and major coalfield strikes of 1910 and 1911, the syndicalist philosophy revealed in the publication *The Miners' Next Step* of 1912, other radical far-left political publications and activities, and the espousal of independent working class adult education, (which even regarded the Worker's Educational Association as an untrustworthy bourgeois organisation), only added more fuel to the fire. And in the middle of virtually every mining community was a Miners' Institute and Library, as physical evidence of a socialistic communal ideology and working class culture whose understanding of community embodied, in Raymond Williams's phrase 'the idea of active mutual responsibility'.

Yet, when the Government's wartime Commission of Enquiry into Industrial Unrest reported in 1917 on South Wales, it commented on a lack of 'community sense', a lack that the Commission blamed for much of the social and political turmoil associated with the region. In particular they noted the inadequate 'development of the civic spirit and the sense of social solidarity', which they believed resulted from the 'absence of municipal and centralised institutions', commenting that 'dignified municipal buildings are extremely rare', especially in the central Glamorgan coalfield. One particular building was singled out as missing, namely the 'municipally-maintained public library', of which none were to be found in that area. It was as though this institution was necessary, not just outwardly to symbolise the necessary 'community sense' and 'civic spirit', but also to prevent the more extreme positions adopted by the mining communities – an interesting take on the public library as agent of social control. Clearly, as we might realise, if we were to stop and consider the term for a minute, there is no such thing as 'the community', but rather a variety of communities, whose philosophies and raison d'êtres can be significantly different. In this instance a major contrast can be seen between the community values of municipalism and civic pride and the community values of working-class independence, successful self-help and mutual dependability. Unfortunately in the years that followed the First World War, that spirit of independence and self-help, as made manifest in the Miners' Institutes and Libraries, was to be initially sorely tested, and then finally broken.

The shifting sand on which these institutions were founded and subsequently floundered was their finance. Initially local communities had received assistance in this direction from favourably disposed coal owners and other influential individuals. Such voluntary help became seriously eroded not only as the pit management literally became outsiders, distancing itself from coalfield society as it increasingly moved away from the mines they owned and ran, but also as the mining communities aggressively asserted their independence and became more radical in outlook. All might still have been well had the miners' own contributions, together with the revenue obtained from other activities in the Institute halls and theatres continued to flow. But this could not be guaranteed. Even before the General Strike of 1926, in which the miners carried on, alone, for nine months instead of nine days, and the catastrophic depression in the coal industry, which began in the late 1920s and continued, almost unrelieved until the outbreak of World War II, there had been hiccoughs in individual Institute funding caused by strikes, lock-outs, pit closures and other stoppages. Continuing income relied on continuous, regular employment, from which poundage payments could be deducted. No work, whether it resulted from strikes, pit closure or whatever else, simply meant greatly reduced income. Before 1914 Many Institutes had erected imposing buildings via large mortgages and were consequently saddled with crippling debts, let alone normal everyday running expenses. Paradoxically of course, it was precisely at these times of enforced inaction when the Institutes, including their libraries, were under the severest financial pressures, that their services were most required. Like their public library counterparts, the idle time created by strikes and unemployment has historically led to increased business in libraries and reading rooms and soaring issue figures. The increased demand experienced in the South Wales Miners' institute libraries for much of the period from 1920 to 1939 was met with their own collapsing if not collapsed funding.

Ironically, the Government, for whatever reasons, had realised the need in mining communities throughout the United Kingdom for increased welfare provision, and had established the Miners' Welfare Fund in 1921. The money for this Fund came from a levy per ton of coal mined, not just on the mine owners, but for the first time, on the royalty owners, those scarcely known individuals who actually owned the land on which the mines were sunk, and thereby obtained royalty payments from the pit owners. These funds, which over the next 17 years amounted to nearly £2 million in South Wales alone, were spent on improving the social amenities and infrastructure in Britain's coalfields. This often involved the building of Halls and community centres (usually referred to as Welfare Halls) together with various outside facilities, such as bowling greens, tennis courts, children's play areas and so on. Generally speaking money was not available for already existing institutes, nor to help provide a library, or at least not as the 1920s progressed.

Despite this clear drawback, the role of the Welfare Fund in providing facilities, especially when the economic position of mining communities significantly worsened following 1926, was surely wholly beneficial. Not so, as in South Wales at least, one effect of the Welfare Fund was the destabilization of the working miners' independence, self-esteem and self-reliance. For instance, the rules governing the receipt of Fund money via a local Welfare Association required a greater presence on management committees of the whole community, including women, non-miners, the unemployed and the retired. Yet, so desperate did the economic and social situation become in South Wales during the depression that eventually many mining communities would be grateful for any help they could get, and this included assistance with their library services.

It is difficult perhaps for us to fully grasp the scale of the collapse of the South Wales coal industry from the mid 1920s. There had been a brief boom immediately after World War I, such that the South Wales coal industry peaked either in 1920 with over 271 thousand employed miners, or in 1923 when a slightly reduced workforce raised a record 51 million tons of coal, all the while pouring money into Institute coffers. By contrast, at the outbreak of World War II manpower was down to 128 thousand and output to 35 million tons. In the Rhondda Valleys coal production in 1939 was one third of its 1913 level. Between 1921 and 1936, 241 pits had closed, generally for good, and if lucky enough to be in employment, miners found themselves with reduced pay packets, either as a result of short-time working, or lower rates for the job or both. Thus, the wages bill went down from £65 m to £14m. You can appreciate the devastating effect such a downturn must have had on all aspects of life in these one-industry communities. Unemployment rates in individual areas could be astronomical and long-term. For a brief period in 1935/6, unemployment in the Rhondda Fach was over 80%; it was never less than 40%, and in September 1936 there were 11,000 long-term unemployed in the Rhondda alone. One consequence of this was mass emigration from the valleys, either to more prosperous English coalfields, such as Kent, or to new industries and new areas, such as the car industry and Slough New Town. Between the 2 World Wars, Wales lost nearly 450,000 of its population through emigration, and it was generally the younger, more dynamic, more employable and able-bodied people who left.

Without regular and sufficient funding, no general library can fulfil its functions for long, and by the late 1920s many Miners' Institute libraries were struggling to survive as two reports commissioned by the Joint Committee for the Promotion of Educational Facilities in the South Wales and Monmouthshire Coalfield in 1928 into the condition of workmen's libraries in the Rhondda and Aberdare areas of the coalfield movingly highlighted. Many libraries had been totally unable to purchase any new material for a number of years, funds had collapsed and future prospects, given the current state of the coal industry, were just as bleak. Something had to be done, but what?

Some libraries tried to maintain their independent approach even in these dire circumstances. A few appealed directly for donations via the national press, whilst others wrote begging letters to sympathetic public library authorities, such as Manchester and Bethnal Green in London, and received from them box-loads of withdrawals. But these were merely stopgap haphazard measures, which resulted in poor, unsuitable materials simply to fill the shelves with something. More long-term and systematic answers were required.

Amongst the potential providers were the newly emerging county public libraries, established under the 1919 Public Libraries Act. County services were set up in Brecon, Glamorgan, Carmarthen and Monmouthshire between 1920 and 1925, and lengthy negotiations between them and local Miners' Institutes often led to the latter becoming distribution points (or quasi branches) for the new public services. These small but regularly changed collections of books, which were normally largely fiction, helped to ease the pressure for current light reading materials on Institute libraries, but the situation was not without its problems. The independent nature of many Miners' Institutes and their libraries could be enshrined in their constitutions, whereby only members (and their families) were allowed to cross the sacred threshold. County library distribution centres had to be open to the general public, who may or may not also have been members of the receiving Institute. This created difficulties and some Institutes found it constitutionally impossible, or politically unacceptable, to adopt these regulations and went without or refused the County library books. The slightly bizarre solution arrived at in many Institute libraries was to have two collections – one from the County and open to all and sundry, the other belonging to the Institute and only for use by its members.

In the late 1930s a similar joint solution developed in the Rhondda valleys, which had originally been deliberately excluded from the area adopted for a public library service by Glamorgan County Council. Following protracted and frequently very bitter negotiations between the County Council, Rhondda Urban District Council, local Miners' Institutes and the Carnegie United Kingdom Trust, the Urban District Council, rather than the County Council, finally adopted the Public Library Acts, and began using a number of Institute libraries as their distribution centres. Again, as in those communities served by County Library services, some Institutes were unable or refused to join.

The involvement of municipal public library services was a solution also increasingly advocated by the Miners' Welfare Fund. Although generally against using the Fund to support Institute libraries, the individual regional organisations, which administered the bulk of the monies raised locally, had sufficient independence of action to do just that if they so wished. In South Wales a few grants of this nature had been made in the early 1920s, before the Welfare Fund, nationally, signalled a clear shift in its policy in the mid-1920s, whereby it encouraged the regional organisations to re-direct requests for assistance with Institute or Welfare Hall libraries to the respective public library authority. Clearly as the County library services developed in the South Wales coalfield during the 1920s and 1930s, this became a gradually more viable and effective option.

References above to the Miners' Welfare Fund, the Carnegie UK Trust and the Joint Committee for the Promotion of Educational Facilities in the South Wales and Monmouthshire Coalfield signal another, and perhaps more significant response to the situation – the participation of outside agencies. There was no welfare state in the 1920s and 1930s, but there were plenty of organisations, frequently brought together under the banner of 'social service', which were concerned with the welfare of British coal-mining communities. These included central and local government agencies, voluntary organisations and charitable trusts, and even the public at large. Thus individual communities in South Wales might be 'adopted' by more prosperous towns in the Midlands and South East of England, whilst a resurgence of the Quaker-led 'settlement' movement, led to a number of these welfare facilities being opened in various South Wales township. But although these examples provided financial help and some forms of work for the locality in general and the unemployed in particular, they were not seriously involved in providing reading matter or assisting Institute libraries.

This came from more 'official' organizations such as the Carnegie UK Trust, the South Wales and Monmouthshire Council of Social Service and, following the passing of the Special Areas legislation of 1934, the Commissioner for Special Areas. The published reports of all these organisations, and others including the Miners' Welfare Fund and the Pilgrim Trust, together with their practical help in pumping thousands of pounds into Miners' Institute libraries, underlined the perceived importance of continuing to maintain an effective library service in these areas of mass unemployment and social deprivation. But it was not simply a question of filling idle hands with a good book, or of sustaining a service that many mining communities had enjoyed for decades; there was a much more serious motivating factor, which may not have been openly expressed but which nevertheless lay behind this abundance of activity and involvement.

What concerned the 'powers that were' were the possible subverting effects, socially and politically, in the South Wales coalfield of totally idle time, coupled with the radical pedigree of the area. Providing the massed ranks of miners, both employed and unemployed, with reading material in the relatively warm and comfortable environment of the Institute library (and further occupying the unemployed via the settlements and unemployed clubs in activities such as boot repairing) might help turn them aside from the revolutionary solutions being advocated locally by militant communist demagogues, and organisations such as the Minority Movement or the National Unemployed Workers Movement. Maintaining this particular social service is credited with having helped prevent local society from sliding into anarchy and chaos, and, in the Government's eyes, of holding the community together. Reading could be judged as a broadly pacifying activity. Perhaps the actual reading habits of the majority of miners (and their families) had also been recognised by this time; namely that despite the radical material sitting on many Institute library shelves, issue figures revealed that fiction was the overwhelming staple diet. Thus, although 'self-organised and self-managed libraries have always been part of any oppositional culture', (and South Wales Miners' Institute libraries were clearly that), what counted was what was actually read in them. Moreover, as we have seen from the worries expressed in the Government's 1917 report into Industrial Unrest, linking these institutes, no matter how tenuously, with the more sedate and politically acceptable public library movement was no bad thing.

How did the recipients of this beneficence respond? Imagine what it must have felt like for these communities, which had prided themselves on being self-sufficient, self-organised and self-providing, to suddenly become largely dependant on hand-outs. Many Institutes had little choice but to accept whatever was on offer if they wished, literally, to continue to keep their doors open or avoid being sold off. A few Institutes and libraries did withstand this onslaught on their independence; some survived because financially they were initially in a solvent position, or because the local pits were still working to full capacity and providing sufficient revenue, or because enough income was generated by other Institute activities, such as billiards and cinema showings.

But this splintering into the financially sound and the financially insecure, together with the infiltration of outside agencies with their own rules and regulations, and the onward and upward march of public library services in the mining valleys, meant a serious dilution of what had initially characterised the Institutes and their libraries, namely their self-reliance, their independence and their successful version of community self-help. The questions asked of them by the mass unemployment of the depression and the social consequences of the collapse of the coal industry were simply beyond them in the aggregate, and the majority required outside assistance. Not that it was received with open arms, as if the recipients knew that these circumstances and their solutions ultimately sounded the death knell of the all-embracing community response. One condition of receiving help for instance from the Miners' Welfare Fund was that a plaque, 'gratefully' acknowledging that help, had to be mounted in the benefiting Institute. In one instance, after simply refusing to comply for some time, the plaque was hidden away in a remote corner, out of sight. To this Institute it clearly symbolised an important loss of integrity and independence.

In a 1937 survey of another mining township the setting up of clubs for the unemployed, was seen as a deliberate attempt by outside agencies to sabotage the miners' own facilities, to break the Institutes, built up with 'their own hard earned pennies'. These clubs and other social centres 'stank of charity' and took away the miners' proud feeling of independence. But, ironically, some Institutes had only themselves to blame, consciously or not, for the growth in alternative clubs for the unemployed. Institutes had always been paranoid about non-members sneaking into the building to use the newspaper reading room and other facilities, and technically only working miners, who paid their Institute dues via poundage deductions, could be members. Individual Institute constitutions had simply not taken into consideration what to do with armies of out-of-work miners, and there are isolated examples of Institutes turning away their unemployed ex-members. As if to rub salt into these wounds, outside bodies stepped into this self-made breach, with unemployed clubs being set up by the settlements or councils of social service. To further add insult to injury, a bête noire of the South Wales mining communities, the Conservative regional newspaper, the *Western Mail* and its sister publication the *South Wales Echo* ran a campaign in late 1935 requesting donations of reading materials, so that libraries could be set up in these unemployed clubs. The finger was being pointed at the failure of certain Institutes and their libraries to act in an understanding way for the benefit of the whole community. Although enticing, this rift between the recipients of help could not be in the best interests of the welfare providing sector as a whole. So, towards the end of the 1930s the social service councils and others realised that to be successful they had to work with and through the existing social structures and institutions, especially the Miners' Institutes and libraries, and not antagonise and alienate them. Most of them were already reeling from falling incomes and did not need their loss of power and independence to be rubbed in their faces. But, the Institutes also had or would have to change their ways, if not their constitutions, if they were to benefit fully from the relief activities.

By 1939 the old-style community libraries of the South Wales valleys had been mortally wounded, those defining characteristics of independence and self-reliance irretrievably gone forever. It may well be idle to speculate, but speculating on what might have happened to the Miners' Institute libraries of South Wales had there been no Depression, no mass unemployment and no collapse in the coal industry, is none the less interesting. How long could they have stood their ground against the better provided and better organised public library alternatives, especially given that the bulk of reading was of fiction, which public libraries were more than able to provide? What would have been the affect of the post 2nd World War changes in leisure time activities? Would they have coped any better or any differently with the gradual run down of the coal-mining industry in South Wales in the half century after 1945, as opposed to its swift and brutal reduction in the decade between 1925 and 1935? Who knows! But, what can be stated with confidence is that for many years the South Wales Miners' Institutes and libraries represented the pinnacle of what working-class self-help and community activity was capable of achieving. It is perhaps ironic that it was 'the whole tragedy of leisure in penury' that finally led to their demise. It is doubly ironic that the South Wales valleys, outwardly amongst the most politically advanced areas of the United Kingdom, were perhaps kept back from the brink of revolution during the Depression through as simple and everyday a practice as reading, with materials disseminated largely from those very communities' own libraries.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**095-112-F**
Division Number:	**II**
Professional Group:	**Science and Technology Libraries**
Joint Meeting with:	**-**
Meeting Number:	**112**
Simultaneous Interpretation:	**-**

Documentation mathématique : enjeux pour l'ère numérique[1]

Pierre Bérard
University Joseph Fourier
Grenoble, France

La session publique 2002 de la Section Sciences & Techniques de l'IFLA (International Federation of Library Associations), *Negotiating with Friends or Foes: Licensing SciTech Digital Resources, Selection, Archiving, and Access for external users*, porte sur l'impact des licences d'accès aux ressources numériques en sciences et technologie sur le développement des collections, sur l'archivage et sur l'accès des utilisateurs extérieurs.

Je voudrais examiner ces questions du point de vue de l'utilisateur et demander :

> *Comment la prise en compte des besoins des utilisateurs doit-elle influencer la politique des bibliothèques, en particulier en ce qui concerne la signature des licences d'accès, le choix des documents et l'archivage ?*

Les mathématiciens se sont toujours souciés des questions documentaires : des institutions académiques publient des revues mathématiques de premier plan (par ex. Acta Mathematica, Annals of Mathematics, Publications Mathématiques de l'Institut des Hautes Études Scientifiques), des sociétés mathématiques ont une longue tradition de publication de revues internationales, la Société mathématique américaine–AMS et la Société mathématique européenne–EMS sont très impliquées dans la production de bases de données, différents comités discutent de questions de documentation (par ex. le Committee on Electronic Information and Communication–CEIC de l'Union mathématique internationale et le Electronic Publishing Committee de la Société mathématique européenne), etc. En France, les questions de documentation mathématique sont traitées conjointement par le Réseau National des Bibliothèques de Mathématiques–RNBM et par la Cellule MathDoc, un Institut pour l'information et la communication scientifiques (unité mixte entre le Centre National de la Recherche Scientifique–CNRS et l'Université Joseph Fourier, Grenoble).

---

[1] Traduction approximative de "Documentation issues for mathematics in the digitial age".

Je suis conscient du fait que d'autres communautés scientifiques sont très actives sur les questions de documentation et il est clair que nous devons partager nos expériences et éviter d'agir de manière isolée. Dans cet article, je me limiterai à ce qui concerne la documentation en mathématiques. J'évoquerai l'importance de la littérature savante pour les mathématiques, les besoins des mathématiciens –en ce qui concerne la documentation– et je présenterai quelques une des actions qui sont menées à ce sujet, en particulier en France.

Note : Quelques URL sont données en fin d'article.

La littérature savante en mathématiques

La dépendance vis à vis de la littérature savante est un trait caractéristique des mathématiques parmi les sciences. Les mathématiques ont en effet prospéré depuis 2 500 ans parce que des informations clés sont passées de génération en génération. Les échelles de temps sont différentes en mathématiques et dans les autres sciences : des idées ou des techniques mathématiques vieilles de plusieurs décennies, voire de cent ans d'âge, sont pertinentes, parfois cruciales, pour résoudre des problèmes contemporains en mathématiques ou pour appliquer les mathématiques à d'autres sciences ou au secteur technologique.

Les mathématiques jouent, depuis le 17^{e} siècle, un rôle important dans les sciences et dans le secteur technologique, en apportant des outils pour organiser, analyser, calculer et prédire. Depuis peu, les mathématiques jouent un rôle similaire dans les aspects quantitatifs des sciences du vivant. Le rôle des mathématiques dans le développement technologique s'amplifie chaque jour. Les questions de documentation mathématique sont donc importantes non seulement pour la discipline elle-même, mais également pour les autres sciences et pour la technologie.

Je rappellerai quelques chiffres. Environ 15 revues contenaient des articles de mathématiques en 1700 ; elles étaient 200 à la fin du 18^{e} siècle. Il se publiait moins de 1 000 articles mathématiques par an dans la seconde moitié du 19^{e} siècle ; aujourd'hui, les bases de recensions Mathematical Reviews et Zentralblatt-MATH publient chacune environ 75 000 notices chaque année et elles dépouillent de manière exhaustive près de 600 revues mathématiques, parmi des milliers de documents (plus de 1 500 revues, mais aussi des livres, des actes de congrès, etc.).

L'ensemble de la littérature mathématique constitue en fait l'environnement dans lequel les mathématiciens vivent, dans lequel ils trouvent leur inspiration, les exemples qui forgent leur intuition, les outils pour faire aboutir leurs idées.

Il est impossible aujourd'hui pour un mathématicien d'avoir une connaissance globale de son domaine. Il (elle) doit naviguer d'un document à l'autre dans la littérature à la recherche de concepts, d'idées, d'exemples, de résultats et de démonstrations. Plus important encore, le mathématicien, comme celui (ou celle) qui utilise les mathématiques ou qui les applique, doit pouvoir s'appuyer sur des résultats antérieurs qu'il (elle) ne pourra pas toujours vérifier par lui-même (elle-même).

De quoi les mathématiciens ont-ils besoin ? Comment ces besoins doivent-ils être pris en compte par les politiques documentaires ?

Les besoins des mathématiciens –en ce qui concerne la documentation– découlent directement de leur dépendance vis à vis de la littérature savante. Ces besoins doivent, me semble-t-il, influer directement sur les politiques documentaires des établissements de recherche.

Les mathématiciens ont besoin de sources fiables

Les mathématiques reposent de manière cruciale sur la littérature passée. Les revues ont donc joué un rôle primordial, depuis leur apparition au 18^{e} siècle, comme moyens de validation et de conservation d'éléments mathématiques clés. Ce rôle est bien plus important, pour le bon développement des mathématiques, que le rôle social décrit dans [7].

La robustesse du système de validation par les pairs a été garantie jusqu'à présent par la diversité de revues indépendantes, renommées et souvent issues d'une longue tradition[2].

Dans ce cadre, les éditeurs sont en concurrence pour des marchés ; les revues, les écoles et les individus sont en concurrence pour la reconnaissance. Cette concurrence et la diversité des revues (à fins lucratives ou non-lucratives) a permis de maintenir la qualité, d'améliorer les services et d'éviter que certains groupes ne prennent le contrôle du processus de publication. Cette concurrence a également permis, dans une certaine mesure, de contenir les tarifs d'abonnements (de nombreuses revues mathématiques de premier plan sont publiées sous l'égide d'institutions académiques, avec des tarifs raisonnables).

L'ère numérique apporte de nouvelles possibilités –des serveurs de documents aux revues purement électroniques– pour faire circuler et pour accéder à la documentation ; la validation par les pairs et la publication tendent à se déconnecter.

> *Notre préoccupation essentielle pour l'avenir des mathématiques doit être de préserver la diversité des sources bien identifiées et fiables.*

Dans cette perspective, les contrats d'accès et les offres par lots ont des effets secondaires néfastes. Ils tendent à générer de plus en plus d'argent pour les éditeurs les plus importants, au détriment des plus petits (en particulier les éditeurs académiques). Ils tendent à réduire la diversité de l'offre des revues. Dans ces conditions, les considérations financières prennent le pas sur les considérations scientifiques dans le processus de choix des ressources. Comme il est dit dans le texte *Best current practices: Recommendations on Electronic Information and Communication*, un ensemble de recommandations écrites par le Committee on Electronic Information and Communication (Union mathématique internationale), "When institutions are forced to accept or reject large collections of scholarly literature covering many different disciplines, the decisions are less likely to be made by scholars[3]." ([1] Item 15). Comme cela est expliqué dans [7], Chapitre 10, les accords de consortium peuvent également fausser le paysage documentaire. Le passage de la vente/achat de ressources imprimées aux licences d'accès aux ressources numériques peut, à long terme, mettre en péril l'accès aux sources fiables.

La Cellule MathDoc et le Réseau National des Bibliothèques de Mathématiques appliquent et promeuvent les principes suivants (qui sont, me semble-t-il, dans l'esprit de SPARC).

- Les accords de consortium doivent être fondés sur des listes de revues plutôt que sur des lots de revues par catalogue entier (les « Big Deals » décrits par K. Frazier [5]). Ces listes doivent être établies sur des critères scientifiques et d'adéquation aux besoins.
- Suffisamment de collections imprimées doivent être conservées tant que l'accès à long-terme aux collections numériques ne sera pas garanti.
- En ce qui concerne la documentation, les institutions doivent prendre une approche budgétaire globale qui laisse une place aux petits éditeurs, permettant ainsi de maintenir une diversité de l'offre pour les revues. Elles doivent également préserver un équilibre entre le développement de collections de revues et celles de monographies.
- Les institutions doivent, autant que faire se peut, soutenir les actions des comités éditoriaux qui luttent contre les tarifs d'abonnement excessifs.
- Les bibliothèques doivent informer les communautés scientifiques des problèmes de coût d'abonnements et les institutions doivent encourager les scientifiques à prendre en compte les politiques de revues avant de décider où publier ou avant d'accepter de faire un travail de référé.

---

[2] Parmi les revues mathématiques les plus anciennes, citons par exemple, le Journal für die reine und eingewandte Mathematik (journal de Crelle) créé en 1826 et le Journal de mathématiques pures et appliquées (journal de Liouville) créé en 1836.

[3] "Quand les institutions sont obligées d'accepter ou de refuser de grands ensembles de collections de littérature savante recouvrant plusieurs disciplines différentes, il y a moins de chance que les chercheurs prennent les décisions."

- Des scientifiques et des bibliothécaires spécialisés doivent être invités à participer aux négociations avec les éditeurs.

La communication scientifique est devenue bien plus facile avec l'échange de fichiers numériques par le réseau, et en particulier avec l'apparition de serveurs de documents électroniques. Cela se traduit également par l'augmentation des articles aux nombreuses versions. La fiabilité des sources requiert une bonne identification des versions d'un même article et l'existence de processus de validation bien identifiés.

Les mathématiciens ont besoin d'un accès à la littérature savante sur une période très large

L'ère numérique apporte à ce sujet à la fois des inquiétudes et des espoirs ; des inquiétudes parce que les questions de préservation, d'archivage et d'accès à long terme prennent un caractère encore plus complexe, des espoirs parce que nous pouvons rêver d'une immense bibliothèque virtuelle sur la Toile.

Inquiétudes

- L'utilisation, fréquente en mathématiques, de la littérature passée, rend les questions de préservation et d'archivage cruciales. Les bibliothèques ont, jusqu'à ce jour, joué un rôle central en assurant la préservation et l'archivage. De nouveaux problèmes techniques ont vu le jour à l'ère numérique. Avec l'apparition des licences d'accès, nos inquiétudes sont plutôt de nature politique.

> *Qui sera responsable à l'avenir de la préservation et de l'archivage du patrimoine mathématique ?*

- Les bibliothèques n'ont pas seulement pris en charge la préservation et l'archivage. Elles ont offert l'accès à long terme, tant pour leurs lecteurs que, plus généralement, pour le grand public. Les éditeurs ne se souciaient pas de fournir l'accès à long terme. Avec l'ère numérique, les choses changent.

> *La production mathématique continuera-t-elle de faire partie de notre héritage commun ou bien sera-t-elle graduellement confisquée au profit d'intérêt particuliers ?*

Compte-tenu de l'importance de la littérature mathématique pour la discipline elle-même, comme pour l'avancement de la science et de la technologie, il est indispensable que les missions de préservation, d'archivage et de fourniture d'accès à long terme pour l'héritage mathématique soient partagées, dans un effort international, entre les communautés et les institutions académiques (en utilisant des standards ouverts). Ces missions ne peuvent pas être confiées à la seule responsabilité de groupes commerciaux dont elles ne sont pas le souci majeur. L'Union mathématique internationale a approuvé une recommandation dans cette direction, [1] Recommandation 14.

Des expériences intéressantes pour traiter ces questions importantes sont actuellement en cours, par exemple le Project EUCLID (Cornell University) du côté académique et le projet EMANI, coopération internationale entre des bibliothèques universitaires (Cornell, Göttingen, Orsay, Tsinghua) et des éditeurs du groupe Springer Verlag.

Espoirs

- La communauté mathématique projette la création d'une Bibliothèque Mathématique Numérique de la littérature savante. Cette entreprise a reçu l'approbation de l'Union mathématique internationale et de diverses sociétés mathématiques dans le monde.

La Bibliothèque Mathématique Numérique proposera une collection complète contenant à la fois des documents numérisés et des documents nativement numériques. Elle est destinée à servir les communautés scientifiques, les étudiants et, plus généralement, les citoyens dans le monde, en procurant un accès facile et efficace (en particulier par le biais de liens) à l'héritage mathématique. La Bibliothèque Mathématique Numérique devrait avoir un impact important sur la manière dont les mathématiques seront faites et utilisées au 21e siècle, un impact qui pourrait être aussi important que celui de l'émergence des revues il y a trois siècles.

La réalisation de ce projet comprendra trois phases (conception, mise en place et fonctionnement). Les questions à traiter concernent les choix scientifiques, les choix techniques, les problèmes de droit d'auteur, l'archivage et les opérations courantes (incluant les futures migrations de formats).

Des réunions préparatoires ont eu lieu : San Diego (USA) en janvier 2002, Berlingen (Suisse) en avril 2002 et Washington (USA) en juillet 2002. Plusieurs agences de financement ont manifesté leur intérêt pour le projet, en particulier : le Centre National de la Recherche Scientifique-CNRS (France), la Deutsche Forschungsgemeinschaft–DFG (Allemagne) et la National Science Foundation–NSF (USA).

L'idée générale est que les données brutes (images des documents numérisés) seront d'accès libre sur la Toile et que des sociétés mathématiques, des institutions ou des éditeurs fourniront des services à valeur ajoutée et des améliorations (liens croisés, commentaires), éventuellement avec un accès payant (voir [3] pour un scénario possible). Il est prévu que le fonctionnement ultérieur sera pris en charge par des institutions et des sociétés savantes à travers le monde. Ce projet va nécessiter des négociations entre institutions académiques, bibliothèques et éditeurs. Nous devrons être particulièrement attentifs à ce que l'héritage mathématique rétro-numérisé ne soit pas confisqué au profit d'intérêts particuliers.

La communauté mathématique française participe à cette entreprise par le biais du programme NUMDAM[4] sur lequel je reviendrai ultérieurement.

⌘ Les bibliothèques ont, par le passé, joué un rôle très important, en fournissant un accès libre, non seulement à leurs lecteurs, mais aussi à une audience plus large (visiteurs occasionnels). Il est souhaitable d'étendre cette fonction à la Toile dans une certaine mesure.

L'Union mathématique internationale a approuvé une recommandation pour un *Accès non-restreint* à certaines données telles que sommaires, résumés, mots-clés (et, dans la mesure du possible, bibliographies) et une recommandation pour un *Accès libre à terme* (accès libre aux textes intégraux après un certain laps de temps), voir [1] Recommendations 11 and 12.

Les mathématiciens ont besoin d'organisation et de liens croisés

⌘ Les mathématiciens (et d'autres) ont reconnu très tôt le besoin de disposer d'outils pour organiser une littérature savante en expansion et y trouver son chemin. Cela a conduit à l'émergence de classifications thématiques et de bases de données. En voici quelques unes (voir [6] pour une étude générale et [9] pour un article sur le Répertoire Bibliographique des Sciences Mathématiques).

- Jahrbuch über die Fortschritte der Mathematik (1868–1942), créé par Carl Ohrtmann et Felix Müller.
- Répertoire Bibliographique des Sciences Mathématiques (1894–1912), créé par la Société mathématique de France et présidé par Henri Poincaré.
- Zentralblatt-für Mathematik und ihre Grenzgebiete[5] (1931 →), créé par Otto Neugebauer.
- Mathematical Reviews (1942 →), créées par la Société mathématique américaine à l'incitation de Otto Neugebauer.
- Section mathématique, Referativnyi Zhurnal (1952 →).

Les pionniers ont exprimé leurs motivations de manière claire.

---

[4] NUMérisation de Documents Anciens Mathématiques.

[5] Il est publié aujourd'hui sous le titre Zentralbatt–MATH par la Société mathématique européenne, par le Fachinformationszentrum–Karlsruhe et par Springer Verlag.

Das Ziel, das uns vorschwebte, war einerseits: Demjenigen, der nicht in der Lage ist, alle auf dem umfangreichen Gebiet der Mathematik vorkommenden Erscheinungen selbstständig zu verfolgen, ein Mittel zu geben, sich wenigstens einen allgemeinen Überblick über das Fortschreiten der Wissenschaft zu verschaffen. Andrerseits: dem gelehrten Forscher seine Arbeit bei Auffindung des bereits Bekannten zu erleichtern[6].

Carl Ohrtmann et Felix Müller
Jahrbuch über die Fortschritte der Mathematik

Toute classification est une théorie déguisée, et ce n'est pourtant qu'en classant les faits qu'on pourra se mouvoir dans le dédale sans s'égarer. Ceux qui méconnaîtront cette vérité ne marcheront qu'à tâtons, revenant sans cesse sur leurs pas, refaisant cent fois le même chemin …

Henri Poincaré
Le libre examen en matière scientifique (1909)

Deux services de recensions, les Mathematical Reviews et le Zentralblatt-MATH, couvrent aujourd'hui la littérature mathématique de manière exhaustive. Ils collaborent sur une classification commune (Mathematics Subject Classification 2000) qui est utilisée par l'ensemble de la communauté mathématique. Ces services profitent du travail de milliers de « reviewers » dans le monde. Les deux services proposent des liens externes vers les articles (plein texte). En incluant les bibliographies des articles, avec des liens internes, dans leurs recensions, ils fourniront ultérieurement un outil pour explorer les interconnexions à l'intérieur de la littérature (voir [8] pour l'état de l'art dans les Mathematical Reviews) et fourniront ainsi une alternative aux grandes bases de données des éditeurs commerciaux.

Les bases de données qui proposent indexation et recensions représentent une ressource stratégique pour les mathématiques. C'est la raison pour laquelle je crois que l'existence de deux bases de données, de haute qualité, concurrentes, est bénéfique à la communauté mathématique internationale (meilleure qualité, meilleures conditions d'accès). Cette idée est défendue par la Société mathématique européenne et par d'autres. En France, la Cellule MathDoc prend une part active à la transformation de Zentralblatt-MATH en un grand instrument européen pour la recherche, au service de la communauté mathématique internationale, sous l'égide de la Société mathématique européenne.

⌘ Insérer des liens croisés est un enjeu majeur à l'ère numérique. C'est un processus coûteux et nous devons faire en sorte que les liens croisés ne deviennent pas l'exclusivité des éditeurs les plus importants (voir [4] pour un scénario intéressant à ce sujet). Les Mathematical Reviews et le Zentralblatt-MATH devraient jouer un rôle important pour établir des liens vers les documents numériques, en particulier dans le cadre de la Bibliothèque Mathématique Numérique[7].

Des principes à la pratique.

La Cellule MathDoc a mis en place, en collaboration avec le Réseau National des Bibliothèques de Mathématiques, différents services/actions pour la communauté mathématique française. J'illustrerai notre approche par trois exemples qui sont directement liés au sujet de cette session (voir [2] pour plus de détails sur nos activités).

Bases de données : Mathematical Reviews et Zentralblatt-MATH

---

[6] "Notre intention était d'une part de fournir un outil à ceux qui ne sont pas en mesure de suivre toutes les publications de l'ensemble du champ mathématique et d'en tirer une vue générale du développement de la science. D'autre part d'aider le scientifique actif pour trouver des résultats connus."

[7] Le Jahrbuch est déjà en partie numérique et propose plus de 12 000 liens vers des articles numérisés.

✂ La Cellule MathDoc a pris une part très active, depuis 1996, dans la transformation de Zentralblatt-MATH en un grand instrument européen pour la recherche, au profit de la communauté mathématique internationale, et sous l'égide de la Société mathématique Européenne.

Dans ce cadre, nous avons négocié un accord de consortium cadre avec la base de données Zentralblatt-MATH, accord qui va au delà d'une simple licence d'accès. Les institutions françaises peuvent s'abonner dans le cadre de cet accord qui permet en particulier aux petits centres de bénéficier de tarifs réduits (avec cependant une licence de site). La Cellule MathDoc a mis en place un réseau de trois miroirs nationaux pour Zentralblatt-MATH ce qui permet de garantir la robustesse de l'accès (contrôle par numéro IP). Le moteur de recherche et d'affichage est fourni par la Cellule MathDoc (comme pour les miroirs internationaux) et la base de données est mise à jour tous les mois. Ce système de miroirs garantit l'accès à long terme aux données. Le réseau national de miroirs permet également une meilleure intégration des ressources (liens entre Zentralblatt-MATH et le catalogue commun des périodiques des bibliothèques de mathématiques pour faciliter la fourniture de documents).

✂ Un accord cadre de consortium –licence d'accès– a été passé entre le Réseau National des Bibliothèques de Mathématiques et la base de données des Mathematical Reviews.

Service de sommaires et accès électronique aux revues

✂ La Cellule MathDoc a négocié un accord de consortium national avec un fournisseur de données pour mettre en place un service de sommaires. Les données sont déchargées par FTP chaque semaine et indexées localement. Le système offre les fonctionnalités suivantes :

- ❖ Sommaires de 450 revues au cœur des mathématiques et de 450 revues dans des champs connexes.
- ❖ Moteur de recherche et d'affichage (navigation par titre, recherche par noms d'auteur ou mots du titre).
- ❖ Service de veille (envoi par mél et affichage d'une liste de favoris).
- ❖ Information sur les revues (localisation dans les bibliothèques de mathématiques françaises via le catalogue fusionné des revues de mathématiques).
- ❖ Hyper-liens vers les pages des revues sur la Toile (si elles existent) et liens avec le service "OpenResolver".

Comme dans le cas de Zentralblatt-MATH, cet accord va au-delà d'une simple licence d'accès. L'accès au service de sommaires est contrôlé par numéros IP sous la responsabilité de la Cellule MathDoc et ouvert à l'ensemble de la communauté mathématique (y compris les utilisateurs occasionnels).

✂ Un accord national de consortium a été passé par le Réseau National des Bibliothèques de Mathématiques pour l'accès à un sous-ensemble de titres mathématiques dans LINK (groupe Springer Verlag). L'accord est basé sur les abonnements (papier) pris par les bibliothèques de mathématiques du réseau; l'accès électronique est ouvert à tous les départements de mathématiques en France (depuis le poste de travail du mathématicien, contrôle par numéros IP) ; un accès pour les utilisateurs occasionnels est en cours de négociation ; le coût supplémentaire pour l'accès électronique a été pris en charge au niveau national par le Centre National de la Recherche Scientifique–CNRS. Des négociations avec d'autres éditeurs sont en cours.

La prochaine étape sera de remettre à plat, pour un journal donné, l'ensemble des abonnements « papier » passés par les bibliothèques du réseau avant de négocier des accords de consortium.

Je terminerai en signalant qu'une importante bibliothèque du Réseau National des Bibliothèques de Mathématiques (Bibliothèque Jacques Hadamard, Orsay) est partenaire du projet EMANI. Nous espérons ainsi pouvoir travailler sur les questions difficiles que sont l'archivage, la préservation et l'accès à long terme pour les ressources numériques.

Le programme de numérisation

L'objectif de ce programme est de numériser l'ensemble de la littérature mathématique publiée en France sous forme imprimée et de participer au projet international mentionné précédemment. La première phase de ce programme concerne cinq revues de niveau international.

Les choix techniques tiennent compte des besoins des utilisateurs :

- Pages scannées à 600 ppp pour un bon rendu des formules complexes et pour permettre des traitements ultérieurs en fonction des évolutions technologiques (reconnaissance de structure, de formules).
- Reconnaissance optique de caractères pour permettre les recherches plein texte.
- Segmentation précise pour une bonne granularité (niveau des articles).
- Saisie et balisage des bibliographies qui font partie intégrante de la base de données.
- Liens vers les bases de données mathématiques chaque fois que cela est possible (au niveau des articles numérisés eux-mêmes et au niveau des références bibliographiques qu'ils contiennent).

Le programme de numérisation négocie avec les éditeurs (académiques et commerciaux) pour atteindre les objectifs suivants :

- Les méta données (données de catalogage, résumés, bibliographies, texte traité par reconnaissance optique caché) des documents numérisés seront librement accessibles sur la Toile.
- Le texte intégral des articles (mode image) sera disponible librement sur la Toile après un certain laps de temps (créneau mobile) afin d'assurer la stabilité économique des revues.

Le créneau mobile recommandé est de 5 ans (les articles publiés l'année N sont accessibles librement à partir de l'année N+5). Il est prévu d'alimenter les collections numériques avec la production nativement numérique des revues (avec le même créneau mobile). Ces principes sont mis en place au cas par cas, après négociation avec les institutions et éditeurs concernés. Les questions de droit d'auteur sont également traitées. Une des difficultés que nous avons rencontrées dans les négociations avec les éditeurs commerciaux concerne les liens croisés pour les références bibliographiques (à comparer avec [7], Chapitre 11).

Des discussions sont en cours, tant avec des mathématiciens qu'avec des historiens des mathématiques pour enrichir la collection des articles numérisés par des commentaires ou des analyse quand cela est opportun.

Conclusion

Pour nous, producteurs et utilisateurs de contenu, la documentation est un enjeu scientifique. La compétition internationale fait que c'est aussi un enjeu politique et économique. Les phénomènes de concentration dans le monde de l'édition montrent que la documentation est devenue un enjeu commercial. Nous ne pouvons minimiser le fait que les activités de publications, qu'elles soient de nature académique ou commerciale, et le développement de services à valeur ajoutée (bases de données, liens croisés, moteurs de recherche) nécessitent des savoir-faire, coûtent de l'argent et génèrent des revenus et des emplois.

La prospérité des mathématiques, comme discipline scientifique et comme discipline de service pour les autres sciences et pour le secteur technologique, dépendra de la manière dont nous continuerons à enrichir, à préserver et à archiver la littérature mathématique, notre héritage commun. La prospérité des mathématiques dépendra aussi du fait que la littérature savante continuera de faire partie intégrante du patrimoine de l'humanité et qu'elle ne sera pas graduellement confisquée au bénéfice d'intérêts particuliers.

Nous devons être particulièrement attentifs à ce que les choix et les décisions d'aujourd'hui ne mettent pas en péril cet héritage demain.

URL's[8]

American Mathematical Society (AMS)
http://www.ams.org/

Cellule MathDoc

---

[8] Last visited, May 2002.

http://www-mathdoc.ujf-grenoble.fr/

Centre National de la Recherche Scientifique (CNRS)
http://www.cnrs.fr/

Committee on Electronic Information and Communication (CEIC)
Union Mathématique Internationale
http://www.ceic.math.ca/

Deutsche Forschungsgemeinschaft (DFG)
http://www.dfg.de/english/index.html

Electronic Mathematics Archiving Network Initiative (EMANI)
http://www.springer.de/press/companynews/emani.html

European Mathematical Society (EMS)
http://www.emis.de/

International Mathematical Union (IMU)
http://www.mathunion.org/

Mathematical Reviews
http://www.ams.org/mathscinet

National Science Foundation (NSF)
http://www.nsf.gov/

NUMérisation de Documents Anciens Mathématiques (NUMDAM)
http://www-mathdoc.ujf-grenoble.fr/NUMDAM/

Project EUCLID
http://projecteuclid.org/

Réseau National des Bibliothèques de Mathématiques (RNBM)
http://www.biblio.math.jussieu.fr/reseau.html

Société Mathématique de France (SMF)
http://smf.emath.fr/

Université Joseph Fourier
http://www.ujf-grenoble.fr/

Zentralblatt-MATH
http://www-irma.u-strasbg.fr/ZMATH/

Références

[1] CEIC -. Best Current Practices: Recommendations on Electronic Information and Communication (2002), endorsed by the Executive Committee of the International Mathematical Union on April 13, 2002 (CEIC, Committee on Electronic Information and Communication)
http://www.ceic.math.ca/ceic_docs/best_practices/Best-Practices.pdf (last visited May 2002)

[2] Cellule MathDoc -. 2001 Annual Report

http://www-mathdoc.ujf-grenoble.fr/Activites/MDC-Rapport2001-public.pdf (last visited May 2002)

[3] Ewing, John -. Twenty centuries of mathematics: digitizing and disseminating the past mathematical literature
http://www.ams.org/ewing (last visited May 2002)

[4] Ewing, John -. In defence of caution, Journal of the Association of Learned and Professional Society Publishers (3/28/2002)
http://www.ams.org/ewing (last visited May 2002)

[5] Frazier, Kenneth -. The librarian's dilemma : contemplating the costs of the Big deal, D-Lib Magazine, 7 (2001)
http://www.dlib.org/dlib/march01/frazier/03frazier.html (last visited October 2001)

[6] Goldstein, Catherine -. Sur quelques pratiques de l'information mathématique, Philisophia Scientiæ 5 (2001), 125-160

[7] Guédon, Jean-Claude -. In Oldenburg's Long Shadow: Librarians, Research Scientists, Publishers, and the Control on Scientific Publishing, ARL Proceedings 138
http://www.arl.org/arl/proceedings/138/guedon.html (last visited May 2002)

[8] Kister, Jane -. Reference lists and citations in the Mathematical Reviews database, Notices of the AMS (American Mathematical Society), October 2001, page 965
http://www.ams.org/notices/200109/commentary.pdf (last visited May 2002)

[9] Rollet, Laurent - Nabonnand, Philippe -. Une bibliographie mathématique idéale ? Le répertoire bibliographique des sciences mathématiques, Gazette des mathématiciens, Soc. Math. France 92 (2002), 11-25

*****

Pierre Bérard, Professeur de Mathématiques
Institut Fourier UMR 5582 UJF–CNRS & Cellule MathDoc UMS 5638 UJF–CNRS
Pierre.Berard@ujf-grenoble.fr
http://www-fourier.ujf-grenoble.fr/~pberard/

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**095-112-E**
Division Number:	**II**
Professional Group:	**Science and Technology Libraries**
Joint Meeting with:	**-**
Meeting Number:	**112**
Simultaneous Interpretation:	**-**

Documentation issues for mathematics in the digital age

Pierre Bérard
University Joseph Fourier
Grenoble, France

The 2002 open session of the Science & Technology Section of the International Federation of Library Associations, *Negotiating with Friends or Foes: Licensing SciTech Digital Resources, Selection, Archiving, and Access for external users*, is about the impact of licensing science and technology digital resources on collection development, archiving and access for non-affiliated users.

Being an end-user, I would like to address these documentation issues the other way around and ask:

> *How should the needs of end-users influence library policies, in particular concerning licensing, selecting material and archiving?*

Mathematicians have always been very much involved in documentation issues. Academic institutions publish top mathematics journals (e.g. Acta Mathematica, Annals of Mathematics, Publications Mathématiques de l'Institut des Hautes Études Scientifiques), mathematical societies publish long-standing international journals, the American Mathematical Society and the European Mathematical Society are very much involved in databases, several committees discuss documentation issues (e.g. the Committee on Electronic Information and Communication–CEIC of the International Mathematical Union and the Electronic Publishing Committee of the European Mathematical Society), etc. In France, documentation issues in mathematics are handled in a collaborative way by the Réseau National des Bibliothèques de Mathématiques–RNBM[1] and by the Cellule MathDoc, an Institute on scientific information and communication (a joint institute, Centre National de la Recherche Scientifique–CNRS and Université Joseph Fourier, Grenoble).

I am aware that other scientific communities are very active on documentation issues and I acknowledge the fact that we should share our experience and avoid acting in isolation. In this article, I shall concentrate on documentation issues for mathematics. I will discuss the importance of the scholarly literature for mathematics, the needs of mathematicians –as far as documentation is concerned– and I will present some of the actions that have been undertaken, in particular in France.

---

[1] French network of mathematics libraries.

Note: Some URLs are provided at the end of these notes.

Mathematics and its scholarly literature

Mathematics is unique among the sciences in its dependence on the scholarly literature. Mathematics has indeed flourished along the past 2 500 years because key literature was passed from generation to generation. Time scales in mathematics and in other fields differ: ideas and techniques from decades or even one hundred years ago are relevant, sometimes crucial, for solving contemporary problems in mathematics or for applying mathematics to other sciences and technology.

Since the 17th century mathematics has played an important role in physical sciences and in technology by providing tools to organize, analyse, compute and predict. More recently, mathematics has assumed a similar role in quantitative aspects of the life sciences. The role of mathematics in technological development is increasing every day. Documentation issues in mathematics are therefore important not only for the discipline itself, but for the other sciences and for technology as well.

Let me recall a few figures. About 15 journals contained mathematical papers in 1700 and they were 200 by the end of the 18th century. Less than 1 000 mathematics papers were published every year in the second half of the 19th century. Today, the reviewing databases Mathematical Reviews and Zentralblatt-MATH both publish about 75 000 items every year and they analyse nearly 600 mathematics journals from cover to cover, among thousands of sources (over 1 500 journals, as well as books, conference proceedings, etc).

The whole corpus of mathematical scholarly literature actually makes up the environment in which mathematicians live, in which they look for inspiration, for examples to mold their intuition, for tools to work out their ideas.

It is impossible today for mathematicians to have a global knowledge of their field. They need to move from one item to another in the scholarly literature, looking for concepts, ideas, examples, results and proofs. More importantly, mathematicians, as well as those who use or apply mathematics, need to rely on previously established results they may not always be able to check by themselves.

What do mathematicians need?
How should these needs influence library policies?

The needs of mathematicians –as far as documentation is concerned– follow from their dependence on scholarly literature and they should, I believe, directly influence institution policies concerning documentation.

Mathematicians need reliable sources

Because mathematics so much depends on its past literature, journals have played a major role since their emergence in the 18th century by providing validation and storage of key mathematical pieces. As far as the long-term welfare of mathematics is concerned, this is far more important than the social role [7] describes.

The robustness of the validation system has so far been guaranteed by the diversity of independent, and very often long-standing[2], reputable peer-reviewed journals.

---

[2] Among the oldest mathematics journals, let me mention for example, the Journal für die reine und eingewandte Mathematik (Crelle's journal) created in 1826 and the Journal de mathématiques pures et appliquées (Liouville's journal) created in 1836.

In this framework, publishers compete for markets; journals, groups and individuals compete for recognition or ranking. This competition and the diversity of journals (for-profit, not-for-profit) have participated in keeping quality high, in improving services and in avoiding that groups or schools take undue control over the publication process. This competition has also, to some extent, contributed in controlling subscriptions fees (many top mathematics journals are published under the auspices of academic institutions, with reasonable subscription fees).

The digital age brings new opportunities –from archival eprint servers to purely electronic journals– to disseminate and access literature. At the same time, publication and validation are becoming increasingly detached.

> *Our main concern, for the long-term welfare of mathematics, should be to preserve the diversity of well-identified reliable sources.*

In this perspective, consortial agreements and bundling practices have negative side effects. They indeed tend to bring more and more money to bigger publishers to the detriment of smaller ones (in particular academic publishers). They concur to reducing the diversity of the journal offer and to letting commercial considerations overcome scientific considerations when selecting sources. As stated in *Best current practices: Recommendations on Electronic Information and Communication*, a set of recommendations issued by the Committee on Electronic Information and Communication (International Mathematical Union), "When institutions are forced to accept or reject large collections of scholarly literature covering many different disciplines, the decisions are less likely to be made by scholars." ([1] Item 15). Consortial agreements may also concur to distorting the publishing landscape, as explained in [7], Chapter 10. As a matter of fact, the transition from selling/buying print collections to licensing electronic access may in the long-run endanger access to reliable sources.

The Cellule MathDoc and the Réseau National des Bibliothèques de Mathématiques apply and promote the following principles (which are, I believe, very much in the spirit of SPARC).

- Consortial agreements should be based on lists of journals rather than based on whole catalogue offers (the "Big Deals" described by K. Frazier [5]). These lists should be established according to scientific and relevance criteria.
- Enough print subscriptions should be maintained as long as long-term access to digital content is not secured.
- As far as documentation is concerned, institutions should take global budget approaches leaving room for smaller publishers, thus concurring to maintaining the diversity of journal offers. They should also keep a reasonable balance between journals and books collections.
- Institutions should, as far as possible, support the actions undertaken by editorial committees against excessive subscription fees.
- Libraries should inform the academic communities on pricing issues and institutions should encourage scientists to take journal policies into account before deciding to submit papers or to do referee work.
- Scientists and specialised librarians should be invited to participate in the negotiations with publishers.

Scientific communication has been made much easier by the possibility to exchange digital files over the internet, and in particular by the emergence of eprint servers. As a by-product, the number of multi-version papers tends to increase. To provide version identification for eprints and well identified validation procedures for papers are necessary to insure reliability.

Mathematicians need to have access to the scholarly literature over a very wide time-span

In this respect, the digital era brings both concerns and hopes; concerns because preservation, archiving and long-term access issues are becoming even more intricate and hopes because we may dream of a large virtual library on the internet.

Concerns

⌘ Because mathematics so heavily depends on its past literature, preservation and archiving are of prime importance. Libraries have up to now played a central role by providing preservation and archiving of print material. New technical problems arise in the digital age. In view of the licensing practices, our main concern today is however of a political nature.

> *Who will in the future be responsible for preserving and archiving the mathematical heritage?*

⌘ Libraries have not only cared for preservation and archiving. They have provided long-term access for their patrons and, more generally, for the general public. Publishers used not to take care of providing long-term access. With the digital era, this is changing.

> *Will the mathematical production remain part of our common heritage or will it be gradually confiscated by private interests?*

In view of the importance of mathematical scholarly literature for the discipline itself, and for the advancement of science and technology as well, it is mandatory that the tasks of preserving, archiving and providing long-term access to the mathematical heritage be shared in an international endeavour by academic communities and institutions (using open standards). These tasks cannot be left to the sole responsibility of commercial groups whose main concerns are revenues, not documentation issues. The International Mathematical Union has endorsed a recommendation in this direction, [1] Recommendation 14.

Interesting experiences to work on these important issues are underway, for example the Project EUCLID (Cornell University) on the academic side and the EMANI project, an international joint venture between libraries (Cornell, Göttingen, Orsay, Tsinghua) and publishers in the Springer Verlag group.

Hopes

⌘ The mathematical community pursues the project of creating a *Digital Mathematics Library* of the scholarly literature. This endeavour has been endorsed by the International Mathematical Union and by mathematical societies world-wide.

The Digital Mathematics Library will be a comprehensive collection comprising both retro-digitised and natively digital documents. It is meant to serve scientific communities, students and, more generally, citizens world-wide, by providing easy and efficient access (in particular cross-linking) to the mathematical heritage. The Digital Mathematics Library is expected to have a strong impact on the way mathematics is done and used in the 21st century, an impact that may turn out to be as important as the emergence of journals three centuries ago.

The realization of this project will consist of three phases (design, implementation and sustained operation). Questions to be addressed concern scientific choices, technical choices, copyright issues, archiving and sustained operation (including future migrations of formats).

Meetings have already been held to prepare for the project: San Diego (USA) in January 2002, Berlingen (Switzerland) in April 2002 and Washington (USA) in July 2002. Several funding agencies have shown their interest in the project, including the Centre National de la Recherche Scientifique–CNRS (France), the Deutsche Forschungsgemeinschaft–DFG (Germany) and the National Science Foundation–NSF (USA).

The general idea is that the raw data (raw images of the scanned documents) will be freely available to all on the internet and that mathematics societies, institutions or publishers will provide added value services and enhancements (cross-linking, comments) possibly on a paying basis (for a possible scenario, see [3]). It is expected that the sustaining effort will be undertaken by academic institutions and societies world-wide. The project will require co-operations between academic institutions, libraries and publishers. I believe that we must be very careful that the retro-digitised mathematical heritage be not confiscated by private interests.

BEST COPY AVAILABLE

The French mathematical community is participating in this endeavour with the NUMDAM[3] programme, on which I will briefly report later on.

⌘ Libraries have in the past played an important role by providing free access not only to their patrons but also to a wider audience (walk-in users). It seems desirable to extend this to the internet in some way.

The International Mathematical Union endorsed a recommendation for *Unrestricted access* to data such as Table of contents, Abstracts, Keywords (and Bibliographies whenever possible) and a recommendation for *Eventual free access* (free access to the full-texts after a suitable time-span), see [1] Recommendations 11 and 12.

Mathematicians need organization and linking

⌘ The need for tools to organize and approach a growing scholarly literature was soon recognized by mathematicians (and others).This led to the emergence of classification schemes and databases. Here are some of them (see [6] for a more general study and [9] for more information on the Répertoire Bibliographique des Sciences Mathématiques).

- Jahrbuch über die Fortschritte der Mathematik (1868–1942), established by Carl Ohrtmann and Felix Müller.
- Répertoire Bibliographique des Sciences Mathématiques (1894–1912), established by the Société mathématique de France and chaired by Henri Poincaré.
- Zentralblatt-für Mathematik und ihre Grenzgebiete[4] (1931 →), established by Otto Neugebauer.
- Mathematical reviews (1942 →), founded by the American Mathematical Society under the incentive of Otto Neugebauer.
- Mathematics section, Referativnyi Zhurnal (1952 →).

The pioneers clearly expressed their motivations.

> Das Ziel, das uns vorschwebte, war einerseits: Demjenigen, der nicht in der Lage ist, alle auf dem umfangreichen Gebiet der Mathematik vorkommenden Erscheinungen selbstständig zu verfolgen, ein Mittel zu geben, sich wenigstens einen allgemeinen Überblick über das Fortschreiten der Wissenschaft zu verschaffen. Andrerseits: dem gelehrten Forscher seine Arbeit bei Auffindung des bereits Bekannten zu erleichtern[5].
>
> Carl Ohrtmann and Felix Müller
> Jahrbuch über die Fortschritte der Mathematik

> Toute classification est une théorie déguisée, et ce n'est pourtant qu'en classant les faits qu'on pourra se mouvoir dans le dédale sans s'égarer. Ceux qui méconnaîtront cette vérité ne marcheront qu'à tâtons, revenant sans cesse sur leurs pas, refaisant cent fois le même chemin …[6]
>
> Henri Poincaré
> *Le libre examen en matière scientifique* (1909)

---

[3] NUMérisation de Documents Anciens Mathématiques (Digitisation of Ancient Mathematics Documents).

[4] It is today published under the title Zentralbatt–MATH by the European Mathematical Society, the Fachinformationszentrum–Karlsruhe and Springer Verlag.

[5] "Our intention was on the one hand: To provide a tool for those, who are not able to follow all publications on the comprehensive field of mathematics, and to gain a general overview about the development of the science. On the other hand: It should help the active scientist to find out known facts."

[6] "Any classification is a disguised theory. It is however only by classifying facts that one will be able to move in the maze without getting lost. Those who will not recognize this truth will only grope along, coming back onto their own steps, taking a hundred times the same path …"

Today, both indexing and reviewing services –Mathematical Reviews and Zentralblatt-MATH– cover all of mathematical scholarly literature. They collaborate on a common classification scheme (Mathematics Subject Classification 2000) which is used by the whole mathematical community. They benefit from the work of thousands of reviewers world-wide. Both services offer external links from reviewed items to full-text. By including the bibliographies of papers, together with internal links, in the corresponding reviews they will eventually provide a tool to explore the interconnections within the literature (see [8] for the state of the art at Mathematical Reviews) thus providing alternatives to the large databanks of commercial publishers.

Indexing and reviewing databases therefore represent a strategic resource for mathematics. This is why I believe that the existence of two competing databases of high quality is beneficial for the mathematical community world-wide (improved quality, better access conditions). As a matter of fact, these ideas have been endorsed by the European Mathematical Society and others. In France, the Cellule MathDoc takes an active part in the transformation of Zentralblatt-MATH into a large European research infrastructure for the benefit of mathematics world-wide, under the auspices of the European Mathematical Society.

⌘ Cross-linking is a major issue for publishing in the digital age. This is an expensive process and one should be very careful that cross-linking services do not become the monopoly of the bigger publishers (for an interesting scenario, see [4]). We expect that Mathematical Reviews and Zentralblatt-MATH will both play an important role in providing links to digital documents, in particular in the Digital Mathematics Library project[7].

From principles to practice

The Cellule MathDoc, in collaboration with the Réseau National des Bibliothèques de Mathématiques, has set up services for the French mathematics community. I will illustrate our approach with three examples which are directly related to the topic of this open session (for more details on our activities, see [2]).

Databases: Mathematical Reviews and Zentralblatt-MATH

⌘ As already mentioned, the Cellule MathDoc has since 1996 taken a very active part in the transformation of Zentralblatt-MATH into a large European research infrastructure, for the benefit of mathematics world-wide, under the auspices of the European Mathematical Society.

In this framework, we have negotiated a general consortial agreement with the Zentralblatt-MATH database which goes beyond mere licensing. French institutions subscribe within the general agreement which in particular allows small centres to benefit from reduced subscriptions fees (still with a site licence). The Cellule MathDoc has set up a network of three national mirrors for Zentralblatt-MATH to ensure robustness of access (controlled by IP numbers). The search and display engine is provided by the Cellule MathDoc (as for the international mirrors) and the database is updated every month. This mirror system guarantees long term availability to the data. The network of national mirrors also provides a better integration of resources (journals in the Zentralblatt-MATH database are linked to the common catalogue of mathematics serials which provides localization and hence makes document delivery easier).

⌘ A general consortial agreement –of the usual licensing kind– has been passed between the Réseau National des Bibliothèques de Mathématiques and the Mathematical Reviews database.

Current contents service and electronic journals

⌘ The Cellule MathDoc negotiated a national consortial agreement with a data provider. Table of contents are downloaded every week by FTP to our server and indexed locally. The system offers the following functionalities:

- Table of contents of about 450 core mathematics journals and 450 journals in related fields.

---

[7] Note that the Jahrbuch is being digitised and already provides over 12 000 links to digitised papers in print collections.

- Search and display interfaces (browsing by title, search by author, keyword).
- Alert service (email address of the user / list of serials).
- Information concerning the serials (localization in French libraries through the common catalogue of mathematics serials).
- Hyperlinks to web pages of journals when available, links to the "OpenResolver" service.

As in the case of Zentralblatt-MATH, this agreement goes beyond mere licensing. Access to the current contents service is controlled by IP numbers (under the responsibility of the Cellule MathDoc) and is open to the whole mathematics community including occasional users.

✖ A national consortial agreement has been passed by the Réseau National des Bibliothèques de Mathématiques for the electronic access to a subset of mathematics journals in LINK (Springer Verlag group). The agreement is based on a set of print subscriptions in libraries belonging to the network; electronic access is granted to all mathematics institutes in France (from the work desk of the mathematicians, control by IP numbers); access for external users is under negotiation; the extra cost is covered by a special grant from the Centre National de la Recherche Scientifique–CNRS. Similar negotiations with other publishers are in progress.

The next step would be to globally reconsider the number of print subscriptions for each individual journal before negotiating.

Let me add that one of the main libraries in the Réseau National des Bibliothèques de Mathématiques (Bibliothèque Jacques Hadamard, Orsay) is a partner of the Electronic Mathematics Archiving Network Initiative–EMANI project. So that we plan to work on the difficult issues of the digital age: archiving, preservation and long-term access for digital content.

Digitisation programme

The general goal of the NUMDAM programme is to digitise the mathematics scholarly literature published in France in print form and to participate in the international endeavour mentioned previously. The first phase of the programme concerns five internationally known serials.

The following technical choices take the needs of end-users into account:

- Pages scanned at 600 dpi to fully recover complex formulas and to allow later treatments depending on technological progress (such as structure or formulas recognition).
- Character recognition of text to allow searches.
- Segmentation to allow precise access to articles.
- Bibliographies of articles are key-boarded and tagged. They are included in the database of articles.
- Links to the mathematics databases are provided whenever possible (at the level of digitised articles and at the level of bibliographic items contained in the digitised articles).

We promote the following principles:

- The meta data (cataloguing data, abstracts, bibliographies, hidden OCRed full-text) of the digitised documents will be freely accessible to all on the internet.
- The full-text (image mode) will be freely available on the internet after a suitable moving-wall set up to insure the financial stability of journals.

The recommended moving-wall is 5 years (articles published in year N to be freely available from N+5 onwards). The digital collections are scheduled to be incremented with natively digital production (with the same moving-wall). These principles are implemented on a case-by-case basis, after suitable negotiation with the institutions and publishers involved. Copyright issues are also addressed. One difficulty we have encountered with commercial publishers concerns cross-linking from bibliographic items (to be compared with [7], Chapter 11)

Discussions with mathematicians and historians of mathematics are underway to enhance the digitised collections with comments.

Conclusion

For us, producers and users of contents, documentation is clearly a scientific issue. Due in particular to international competition, it is also a political and an economic issue. The concentration phenomenon in the publishing business shows that documentation has become a commercial issue. We cannot minimise the fact that publishing activities – academic or commercial– and development of services with added value (databases, search facilities, cross-linking) require know-how, they cost money and generate money and jobs.

The welfare of mathematics, as a scientific discipline and as a service provider for other sciences and technology, will, in the future, very much depend on how well we continue to enrich, to preserve, and to archive the mathematical scholarly literature, our common heritage. The welfare of mathematics will also depend on the fact that the mathematical scholarly literature remains part of humanity's knowledge commons and that it is not gradually confiscated for the benefit of restricted circles.

We must be very careful that the choices and decisions we make today do not endanger this heritage in the future.

URL's[8]

American Mathematical Society (AMS)
http://www.ams.org/

Cellule MathDoc
http://www-mathdoc.ujf-grenoble.fr/

Centre National de la Recherche Scientifique (CNRS)
http://www.cnrs.fr/

Committee on Electronic Information and Communication (CEIC)
International Mathematical Union
http://www.ceic.math.ca/

Deutsche Forschungsgemeinschaft (DFG)
http://www.dfg.de/english/index.html

Electronic Mathematics Archiving Network Initiative (EMANI)
http://www.springer.de/press/companynews/emani.html

European Mathematical Society (EMS)
http://www.emis.de/

International Mathematical Union (IMU)
http://www.mathunion.org/

Mathematical Reviews
http://www.ams.org/mathscinet

National Science Foundation (NSF)
http://www.nsf.gov/

NUMérisation de Documents Anciens Mathématiques (NUMDAM)
http://www-mathdoc.ujf-grenoble.fr/NUMDAM/

Project EUCLID
http://projecteuclid.org/

---

[8] Last visited, May 2002.

Réseau National des Bibliothèques de Mathématiques (RNBM)
http://www.biblio.math.jussieu.fr/reseau.html

Société Mathématique de France (SMF)
http://smf.emath.fr/

Université Joseph Fourier
http://www.ujf-grenoble.fr/

Zentralblatt-MATH
http://www-irma.u-strasbg.fr/ZMATH/

References

[1] CEIC –. Best Current Practices: Recommendations on Electronic Information and Communication (2002), endorsed by the Executive Committee of the International Mathematical Union on April 13, 2002 (CEIC, Committee on Electronic Information and Communication)
http://www.ceic.math.ca/ceic_docs/best_practices/Best-Practices.pdf (last visited May 2002)

[2] Cellule MathDoc –. 2001 Annual Report
http://www-mathdoc.ujf-grenoble.fr/Activites/MDC-Rapport2001-public.pdf (last visited May 2002)

[3] Ewing, John –. Twenty centuries of mathematics: digitizing and disseminating the past mathematical literature
http://www.ams.org/ewing (last visited May 2002)

[4] Ewing, John –. In defence of caution, Journal of the Association of Learned and Professional Society Publishers (3/28/2002)
http://www.ams.org/ewing (last visited May 2002)

[5] Frazier, Kenneth –. The librarian's dilemma : contemplating the costs of the Big deal, D-Lib Magazine, 7 (2001)
http://www.dlib.org/dlib/march01/frazier/03frazier.html (last visited October 2001)

[6] Goldstein, Catherine –. Sur quelques pratiques de l'information mathématique, Philisophia Scientiæ 5 (2001), 125–160

[7] Guédon, Jean-Claude –. In Oldenburg's Long Shadow: Librarians, Research Scientists, Publishers, and the Control on Scientific Publishing, ARL Proceedings 138
http://www.arl.org/arl/proceedings/138/guedon.html (last visited May 2002)

[8] Kister, Jane –. Reference lists and citations in the Mathematical Reviews database, Notices of the AMS (American Mathematical Society), October 2001, page 965
http://www.ams.org/notices/200109/commentary.pdf (last visited May 2002)

[9] Rollet, Laurent – Nabonnand, Philippe –. Une bibliographie mathématique idéale ? Le répertoire bibliographique des sciences mathématiques, Gazette des mathématiciens, Soc. Math. France 92 (2002), 11–25

*****

Pierre Bérard, Professor of Mathematics
Institut Fourier UMR 5582 UJF–CNRS & Cellule MathDoc UMS 5638 UJF–CNRS
Pierre.Berard@ujf-grenoble.fr
http://www-fourier.ujf-grenoble.fr/~pberard/

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**119-113-E**
Division Number:	**IV**
Professional Group:	**Bibliographic Control**
Joint Meeting with:	**-**
Meeting Number:	**113**
Simultaneous Interpretation:	**Yes**

IFLA Core Activity for Universal Bibliographic Control and International MARC (UBCIM) – Review of activities 2001-2002

Marie France Plassard
Programme Director
IFLA UBCIM Core Activity
c/o Die Deutsche Bibliothek
Frankfurt am Main
Germany

UBCIM is primarily concerned with the coordination of activities aimed at the development of systems and standards at the national level and the international exchange of bibliographic data. The Programme is especially involved with the work of the Division of Bibliographic Control and publishes various reports and proceedings of meetings. It is in charge of the maintenance and promotion of the UNIMARC format through a group of experts, the Permanent UNIMARC Committee (PUC).

I. International Standard Bibliographic Description (ISBD)

In collaboration with the Division and the ISBD Review Committee, further ISBDs have been posted on the IFLANET, as well as additional lists of translations: there are 18 so far.(1) The Office liaises with various coordinating centres and new ones were established recently, e.g., in the Ukraine for translation of the ISBD(G) and in Estonia for translation of the ISBD(ER). This is an opportunity to remind you that for each planned translation, you should contact us and apply for permission.

II. Working Group on Functional Requirements and Numbering of Authority Records (FRANAR)

"Promote the development of authority control at the international level" was one of the main goals of our Medium Term Programme 1998 – 2001.(2) It remains a priority and the joint Working Group Division IV/UBCIM, (a follow up of the Working Group on Minimal Level Authority Records and the ISADN) is charged with:

- defining functional requirements of authority records
- studying the feasibility of an international authority data number
- and liaising with other interested groups.

The WG made much progress on the first goal, thanks to the help of Tom Delsey, formerly of the National Library of Canada, who has produced a **Strawman Model for Name and Title Authorities** which is, according to the author, "a first cut at analyzing functional requirements for name and title authority records". This entity-relationship model was discussed at length during a two-day meeting in London (9 and 10 May) which was made possible by funding provided by the IFLA Professional Committee. As a result of the London discussions, the model was significantly revised by the consultant before the meeting scheduled in Glasgow.

This analysis of functional requirements will result in a publication that meets the first goal of the WG. The second has not been really considered yet, but, now that agreement has been reached on the entity-relationship model, that study can begin in earnest.

Concerning the third one, liaison with other interested groups, there has been a lot of feedback, as members of the WG are involved in various organizations and projects, and reports have been presented at each FRANAR Meeting. One member liaises with ICA, quite a few, including myself, are involved in ISO TC 46 work (including submission of comments on the draft ISTC standard). Lastly, IFLA has been invited to join the INTERPARTY project which Brian Green will report on. IFLA UBCIM is a full member.

III. UNIMARC

The maintenance and promotion of the UNIMARC format continues to represent one of UBCIM major activities. A Strategic Plan 2002-2003 is posted on the IFLANET (3), giving all goals and related actions. UBCIM acts as secretariat of the PUC, maintains the file of addition and change proposals, coordinates the work for updates to the UNIMARC Manual, makes documentation accessible on the IFLANET, and organizes relevant meetings.

The 13th meeting of the PUC took place in St. Petersburg last March on the kind invitation of the National Library of Russia. Various new proposals related to electronic resources and to developments brought about by the *ISBD(CR)* were on the agenda, as well as quite a few additions to the format requested by the Subgroup on Music. Update 4 to the *UNIMARC Manual, Bibliographic Format*, was finalized. A meeting of the Working Group on the UNIMARC format for Holdings also took place in St. Petersburg.

I shall not report in detail on UNIMARC activities, as we have scheduled a UNIMARC Open Forum between 15.00 and 16.00 today, where I cordially invite those of you who are interested.

IV. Seminars and Workshops

A. Workshop in Boston, 23 August 2001

A joint Division IV/PUC/UBCIM Workshop took place in Boston on the theme "Information Exchange in the 21st Century: Formats and Standardization". Those who participated agreed that it was very well attended. Papers were all posted on the IFLANET (4) and a selection of them will be published in a special ICBC issue, 31(3), July-September 2002.

B. International Conference on Electronic Resources, Rome, 26 – 28 November, 2001

This event, held under the auspices of IFLA, was organized by the University of Rome La Sapienza, the Ministry of Cultural Assets and the Italian Library Association. Several international speakers participated, among them IFLA representatives such as John Byrum who had contributed to the planning of the professional programme and Barbara Tillett. I presented several projects related to electronic resources in a paper entitled "The IFLA Response". Papers are posted on the Website of the University of Rome La Sapienza.(5) A report appeared in ICBC.(6)

C. Electronic Library Workshops, India, 13 – 29 January 2002

This course had been conceived a few years ago in discussions at the IFLA annual conferences with Ms. Kalpana Dasgupta, former Director of the Central Secretariat Library in New Delhi and President of the Indian Library Association (ILA). IFLA was instrumental in securing funding from the US National Commission on Libraries and Information Services (NCLIS) for travel and accommodation of two experts: Alan Hopkinson, from Middlesex University, UK, and Mirna Willer from the National and University Library in Zagreb, Croatia and Chair of the Permanent UNIMARC Committee. Since the choice of a national bibliographic format was the topic under extensive discussion Mirna Willer presented UNIMARC and Alan Hopkinson MARC 21; both concentrated on sources of information available on the WWW. In both venues, Delhi and Mumbai, participants were shown how to develop a website using MARC and Dublin Core, which would act as a gateway to electronic resources. A report was published in ICBC.(7)

D. Representation at other meetings

Apart from the meetings already mentioned, I attended the following events, in most cases representing IFLA at meetings of organizations UBCIM liaises with:

- ISSN Conference of Directors, Berne, September 2001
- ISBN Panel Meeting, Luxembourg, October 2001
- ISOTC 46, Paris, October 2001
- CERL (Consortium of European Research Libraries) Seminar and General Assembly, Lyon, November 2001
- Meeting with IFLA Governing Board, The Hague, 27 March 2002
- INTERPARTY meetings, London, 8 April and 8 July 2002.

V. Publications

A. UBCIM New Series

This is published and distributed by K.G. Saur. At the time of writing the following publications are in press:

- *UNIMARC Manual - Bibliographic Format* Update 4
- *International Standard Bibliographic Description for Serials and other Continuing Resources* (ISBD(CR))
- *Manuel UNIMARC.* Version française. 4ème edition.
- Volume 25 in the series (scheduled next month) will be the proceedings of the pre-IFLA satellite conference in Dublin, Ohio 14 – 16 August 2001, *Subject Retrieval in a Networked Environment.*
- Colleagues at OCLC have kindly volunteered to revise publication no 9: *International Guide to MARC Databases and Services.* I gratefully acknowledge their help, as this has been deemed a very useful publication but it is nearly ten years old.

B. Translations of UBCIM publications

I have already mentioned this topic when talking about the ISBDs. Other translations have appeared or are planned, e.g. the *UNIMARC Manual - Bibliographic Format* in Azeri, the *UNIMARC Manual - Authorities Format* in Czech, French, Italian and Lithuanian and *Functional Requirements of Bibliographic Records* in Japanese and Lithuanian.

C. International Cataloguing and Bibliographic Control (ICBC)

The quarterly journal of UBCIM continues to publish IFLA reports and conference papers, commissioned and unsolicited articles, news and events, and book reviews. We welcome all relevant contributions. Tables of contents are posted on the IFLANET.(10)

As usual, an article from the country hosting the IFLA Conference appeared in the 2nd issue "Bibliographic Control in Scotland: Providing a Specialized National Bibliography Within a Wider Context" by Cate Newton, from The National Library of Scotland.

References

1. http://www.ifla.org/VI/3/nd1/isbdtran.htm
2. http://www.ifla.org/VI/3/annual/98-2001.htm
3. http://www.ifla.org/VI/3/annual/spunimarc.htm
4. http://www.ifla.org/IV/ifla67/pprog-e.htm#7
5. http://w3.uniroma1.it/ssab/ER
6. *International Cataloguing and BibliographicControl (ICBC)*, 31(2), April-June 2002, pp. 37-38
7. *Ibid.*
8. *UNIMARC Manual Bibliographic Format,* (UBCIM Publications - New Series, v. 14) Update 4. München: Saur, 2002
9. *ISBD(CR): International Standard Bibliographic Description for Serials and Other Continuing Resources* (UBCIM Publications – New Series, v. 24). München: Saur, 2002
10. http://www.ifla.org/VI/3/admin/content.htm

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**026-114-E**
Division Number:	**VIII**
Professional Group:	Africa Section
Joint Meeting with:	-
Meeting Number:	**114**
Simultaneous Interpretation:	**Yes**

Difficulties faced by librarians in Africa – a comparative analysis.

Anna-Marie Arnold
Pretoria, South Africa
amarnold@iafrica.com / AArnold@csir.ac.za

Abstract:

Governments play an important role in the provision of access to information in countries across the world. The most important indicator of how governments value information is reflected by the relevant national policies and laws of a country. This paper compares the national information (or information-related) policies of various countries in the West, East, Latin America and Africa. A comparative analysis is conducted and the main issues that are addressed in these policies, are identified and listed. Trends are observed by comparing the issues addressed in the national information policies of the different regions and continents.

This paper uses the results of the comparison to show that the policies in the African countries are generally centered on the development of information technology. The national information policies in other regions reveal other trends, such as in some South American countries which pay more attention to the role of the library, the promotion of books, reading and information content.

The paper concludes that librarians in many African countries are likely to be faced with numerous difficulties in the delivering of information to the community as the governments' policies seem to favour the technology and neglect the information content and its delivery. This approach is making the task of the librarians more difficult as government budgets decrease and opportunities in this sector continue to dwindle. Governments should pay more attention to the value of information content.

BEST COPY AVAILABLE

1. Introduction

The subject of this paper deals with the difficulties faced by librarians in Africa. I approach the subject by taking a global and comparative perspective of the main problems in the fifty-two countries and do not attempt to identify the problems of any specific African country.

1.1 Focus

Librarians and all information specialists who are involved in library and information services share one common aim: they focus their efforts on collecting and making accessible information for use to the communities they serve. The focus of this paper is on the difficulties faced by librarians in Africa in delivering information to the communities they serve.

2. Libraries, access to information and government policies

In the countries where governments support and value information as a resource the library and information sector is more likely to be better structured, regulated and co-ordinated than those that do not. A structured information sector is more functional and this makes it easier for librarians and information specialists to do their work, work together and provide the communities with the required information.

A government can address a country's information sector and information-related issues with a national information policy. Stone explains a national information policy as a requirement for the provision of information services within a society:

> "...For the information professionals and specialists who have been involved in the processes of accessing, managing, disseminating, and examining the use of information by the various target groups within society, the requirement for an effective National Information Policy is an accepted given. It is seen as an imperative to ensure better co-ordination and co-operation between the information systems and services... " (Stone, 1996: 1).

A government passes legislation or formulates a public policy on issues and problems it values. In the instances where a government uses a national information policy one can accept that the government values the information addressed in its national information policy. In this paper national information policy is defined as:

> "...a set of interrelated principles, laws, guidelines, rules, regulations, and procedures, guiding the oversight and management of the information life-cycle: the production, collection, distribution / dissemination, retrieval, and retirement of information" (Duran, 1991: 153).

All areas included in the above definition are relevant to the role of the librarian in Africa and other parts of the world.

Within the above definition six areas can be listed as part of an information policy and include the following relevant areas which are also of concern to the library sector:

- how information can best be described, analyzed, integrated, and organized for use;
- how certain policies, set at all levels of government, affect access to information;
- the effect of technology-based information systems on scholarship, learning, government, and the public well-being;
- the economics of information;
- the effect of organizational structure on information diffusion; and,

- the constraints effecting change" (Duran, 1991: 153).

The subject of this paper, "Difficulties faced by librarians in Africa", is approached by first looking at the national information policies in the different regions of the world and the issues addressed in these policies. The policies of the different regions are compared with specific reference to Africa as relevant issues faced by librarians involved in the library and information sector in this region of the world.

The more specific current difficulties faced by librarians in Africa are then listed and how these could be addressed in a national information policy explained.

3. National information policies and issues

Many countries have national information policies or national information technology strategies. This is indicated in a survey conducted by Niegaard (Niegaard, 1999). The survey was conducted in 1999 and included 135 countries. Of the 55 countries that responded to the questionnaire sent to these countries, 61.8% indicated that they had national information policies, 18.1% had national information technology strategies and 29.2% had some form of information policy. A number of countries indicated that they were in the process of preparing national information policies.

Further research has been conducted on the national information policies in the different regions of the world in a more recent study by the author. In this study the national information policies in a number of countries in Europe, North America, Latin America, the East and Africa were analyzed in order to establish what issues are typically addressed in their national information policies. The national information policies of the following countries were compared in this research:

Table 1. Countries with some form of national information policy in the West and the East

Western countries	Eastern countries
Austria	Australia
Canada	China
Denmark	Fiji
European Union	India
Federal Republic of Germany	Indonesia
France	Japan
Netherlands	Hong Kong
Portugal	Malaysia
Spain	New Zealand
Sweden	Papua New Guinea
United Kingdom	Thailand
United States of America	U.S.S.R.

Table 2. Countries in Latin America covered with regard to national information policies

Mexico	Peru
Argentina	Chile
Columbia	

Table 3. Regions and countries covered in Africa with regard to national information policies.

North Africa	East Africa
Algeria	Ethiopia
Egypt	Kenya
	Uganda
West Africa	Southern Africa
Nigeria	Botswana
Ghana	South Africa
	Zimbabwe

The findings of this research are used in this paper as background to the difficulties faced by librarians in Africa in delivering information to the community in the new millennium. The main issues addressed in national information policies are not discussed in this paper but compared briefly in order to give perspective on the information-related issues relevant to Africa and other world regions. This perspective is used later on in this paper to support the analysis of the current difficulties face by librarians in Africa.

The main issues addressed in the national information policies include the following:

(i) *The North-South divide / information dependence / its impact on the economy*

The North-South divide, information dependence and the impact of information on the economies of countries are issues which influence the economies of many countries.

The bulk of the world's information is generated in the developed or northern countries. This imbalance in information production results in a dependence on information sourced from the developed countries of the Northern hemisphere by the less developed countries, mainly in the southern part of the world. This phenomenon is often referred to as the North-South divide. The issue of information dependence is also an issue in the developed countries. This is reflected in the national information policies in some of the First World countries.

The countries in South America are particularly aware of the flow of information from the North and tend to bring in legislation to protect their own informatic industries and national cultures. Several South American countries encourage reading, book production and the role of libraries in their national information policies.

There appears to be some awareness of this problem in countries in Africa but no legislation or measures seem to be in place in the countries in Sub-Saharan Africa. Many of the countries in this region suffer from a shortage of books and available information sources and a general poverty of information. This can be seen in the number of book and research articles published annually in Sub-Saharan Africa. The number is fractional in comparison to the rest of the world. In 1991 this region produced only 1.2 per cent of the world's book titles, and in 1992 funding for scientists and engineers in this region amounted to a mere 0.7 per cent of the world total. The imbalance in the production and flow of information is perpetuating a dependence on the countries in the developing world (Lor, 1996: 1-3).

The Arabic countries in Africa, such as Algeria and Egypt, are trying to protect their cultures from the Northern influences. This is achieved by emphasizing the importance of national education and their high literacy rate which in turn allows for the communication of information on national issues in these countries in the daily government and independent press.

(ii) *The issues of information content, industrial competitiveness and innovation*
The development of the Internet and the flow of information in the information age are influencing factors in the flow of information. This is heightening the need for countries to address the issue of information content. Economies in the information age are more knowledge-driven than before and with the mass of information that is in circulation, information needs to be managed optimally. Nowadays information needs to be managed so that, for instance, duplication can be avoided. Information is not necessarily easy to obtain and often more difficult to verify. The distribution of information sources is more fragmented as it may be found in more possible places, in electronic form or hard copy. Industrial competitiveness and innovation are strongly dependent on the availability of information for research and development. These factors are considered important in countries where their national information policies address aspects concerning information content for research and development. An analysis of the national information policies indicated that highly industrialized countries such as Japan, the United States of America, the United Kingdom, France and the European Union address the need for information for research and development and innovation. Amongst the developing world Algeria was found to stress the need to co-operate on issues concerning national information while the countries in South America stress the role of libraries in the provision of information in general.

(iii) *Literacy*
Literacy lies at the heart of the ability to utilize available information. This issue was found to be addressed in the national information policies of five developing countries and one developed country.

(iv) *Computer literacy*
Computer literacy is not addressed in many national information policies. France and Egypt were found to have national policies on this type of literacy.

(v) *Education and skills training*
Columbia and New Zealand include education and skills training as important aspects within their national information policies. The United Kingdom is another country which intends to include education within its national information policy and to "improve educational effectiveness" (Library Information Commission Policy Report, 1999: 2).

(vi) *Information society development*
A number of countries were found to address the issue of the development of an information society in their national information policies. The European Union, the United Kingdom, Thailand and Senegal are some of the countries which include this issue within their national information policies.

(vii) *Telecommunication issues*
Telecommunication issues are included in the national information policies of five of the developing and six of the developed countries in the findings of the author's recent research. The telecommunications industry is probably the largest component of the information economy

(Malley, 1990: 92). Three aspects are important within the telecommunications industry, namely the connectivity, content and competencies. The telecommunications industry has been systematically deregulated and privatized. Data protection regulation was passed in Europe in 1984 to protect individuals from the dangers posed by the automatic processing of personal data. The matter is addressed in the European Union Data Protection Act (1984). Regulatory standards need to be in place to ensure inter-connectivity between different networks (Library Information Commission. Policy Report, 1999:2). Malley (1990: 92) suggests that a national information policy could benefit the formulation of legislation for the telecommunications industry as the policy could then act as a working model for the regulation of the telecommunication industry.

The telecommunication infrastructure is considered to be of such primary importance in the United States of America, that the national information policy is placed under the generic title "National Information Infrastructure" (NII) (IM Europe Legal Issues, 1999: 4). The NII is guided by the Information Infrastructure Task Force, an Information Infrastructure Standards Panel and an Advisory Council.

(viii) *Copyright*

Copyright is addressed in the national information policies in countries such as the United States of America, Mexico and Chile. Most countries are signatories to the International Convention on Copyright, but the issue of copyright is of such importance that it is stressed in the national information policies of the countries listed here.

(ix) *Industrial property rights*

Canada pays particular attention to the protection of industrial property rights in its national information policies.

(x) *Government communication*

Government communication is considered of particular importance in the policies of countries such as the United States of America, Canada, the United Kingdom, Algeria and Egypt. Government communication in the United States of America and Canada is facilitated to a large extent by television, while the daily government-owned newspaper is used to communicate with the public in Algeria and Egypt.

(xi) *Access to information*

Access to information is an issue which is generally addressed in national information policies. Access to information may be facilitated or restricted by a government. In many countries the right to information is a constitutional right. Abuses of information by infringing on the privacy of individuals, and issues such as decency are other issues that call for restrictive legislation. These issues are also relevant to the information industry, such as the newspaper press (Malley, 1990: 93).

(xii) *Censorship*

The United States of America, Canada and Nigeria address the issue of censorship in their national information policies. Censorship is particularly important with regard to the information which is made available on the Internet. The right to have access to information and the issue of censorship are topical issues in the United States of America. In Nigeria the issue of censorship appears to be of a political nature.

(xiii) *Information ownership*

The ownership of information is addressed in the national information policies of countries such as the United States of America, Canada and Chile. This issue is strongly linked to the issue of copyright protection.

(xiv) *Freedom of speech*

The issue of freedom of speech is considered to be a human right and is a constitutional right in many countries. Canada, the United States of America, Namibia and Ghana are countries where this issue is addressed in their national (information) policies.

(xv) *Privacy*

The issue of privacy is addressed as a national policy in Canada.

(xvi) *Intellectual freedom*

Intellectual freedom is also addressed in a national policy in Canada.

(xv) *Other issues*

Other issues such as lifelong learning, are also addressed in the national information policies in a number of countries. These issues are not addressed as frequently as the ones above and are not considered in detail here.

(xvi) *Libraries*

Libraries play a significant role in the information sector in many countries. The national information policies in most countries include legislation on their national and / or public library services. This legislation generally concerns the role of the national library in the management of the record of the country's national book collection and other information resources.
The above issues are the main issues addressed in the national information policies that were compared. In some countries only one or two of the issues are addressed, while more issues are addressed in others.

Table 4 presents a summary of the main issues addressed in the national information policies with examples of countries where these issues are addressed nationally.

Table 4: List of issues typically addressed in national information policies in various countries and examples of applicable countries.

Symbol	Issue addressed in National Information Policy (NIP)	Example of county where the issue is addressed in NIP
A	North-South divide / information dependence / impact on economy	Algeria; Canada; China; Egypt; France; France; Germany; Netherlands; Papua New Guinea; Portugal; Sweden; Thailand; Zambia;
B	Information content, industrial competitiveness & innovation	USA; Australia; Austria; China; Indonesia; Japan; Netherlands; Portugal; Spain; Sweden; Thailand; United Kingdom;
C	Literacy	Algeria; China; Columbia; New Zealand; Papua New Guinea;

		Thailand; United Kingdom;
D	Computer literacy	Egypt; France
E	Education / skills training	
F	Information society development	China; Denmark; France; Namibia; Netherlands; Senegal; Sweden; Thailand; United Kingdom;
G	Telecommunication issues	Denmark; Egypt; Ethiopia; France; Mozambique; Netherlands; Portugal; Senegal; Sweden; Uganda; United Kingdom;
H	Copyright	Chile; Mexico; Portugal; USA
I	Industrial property rights	Canada;
J	Government communication	Algeria; Canada; Egypt; USA;
K	Access to information	Australia; Canada; China; Germany; Columbia; India; Indonesia; Japan; Malaysia; Mexico; Namibia; Netherlands; Nigeria; Portugal; Sweden; Thailand; United Kingdom; Zambia; USA
L	Censorship	Nigeria; USA
M	Information ownership	Canada; Chile; USA
N	Freedom of speech	Canada; Ghana; Namibia; USA
O	Privacy	
P	Intellectual freedom	United Kingdom
Q	Other (such as libraries, reading, books, culture,	Argentina; Australia; Columbia; Denmark; Germany; Indonesia; Mexico; Peru; Portugal; Senegal; United Kingdom; Zambia

The survey of the national information policies and global trends indicates the type of issues addressed by governments in countries in the different regions of the world, In view of this global perspective the next section of this paper considers the current situation in Africa and the difficulties faced by librarians in delivering information to the community.

4. A brief review of the development of libraries in Africa

The library in Alexandria in Egypt, North Africa, believed to have been founded by Ptolemy Soter about 283 BC (Donaldson, 1981: 13) was probably the largest collection of written material brought together before the invention of the printing press, with a collection of about 700,000 volumes. Other early examples of libraries in Africa are the so-called temple libraries in Egypt and other private collections.

In more recent times, during the period of colonial rule, libraries were established in Africa. Prior to this period the countries south of the Sahara were mainly pre-literate and did not have any libraries. Rosenberg explains that library development started in earnest in the period after the Second World War (1999: 15). During the period under colonial rule there was a desperate need for scientific information to assist in research and development, and governments started to set up national libraries and libraries attached to universities and institutions of learning. Public libraries were founded and were funded by the governments.

4.1 Current trends and problems faced by librarians in Africa

However, the libraries that were founded during the colonial period differ from the post-colonial libraries and Rosenberg describes the circumstances surrounding libraries in 1975 and in post-colonial times in1995. The development is illustrated in Table 5 with the current period summed up on the right-hand side of the table.

Table 5. Conditions of libraries in many African countries during the colonial and the post-colonial periods (based on Rosenberg, 1999: 13, 14)

1975 – Flourishing network of libraries in many African countries	**1995/96 Libraries in decline or non-existent in many African countries**
• libraries established and controlled by governments	• libraries no longer financed by parent bodies or organizations, but financed by donor agencies
• libraries dependent on government funding	• library budgets are mainly spent on staff costs, such as salaries
• libraries are developed according to Western models of libraries and librarianship	• limited new stock is acquired per student
• library development is done according to the pressures of international trends and foreign aid	• preference is given to the purchase of textbooks rather than research material
	• research activities receive little or no support
	• in many countries school libraries are no longer active
	• the ratio of books donated versus the number of books purchased continues to drop

Rosenberg (1999: 15) explains that from the mid-1970s to the end of the 1980s there have been many initiatives towards the development of national information policies in Africa. She states that "Fifteen years later, after expert missions, regional and country seminars, workshops, reports and draft plans and policies, not one national information policy is in existence in Africa." Rosenberg found that by 1999 no national information policies had been implemented in any of the African countries.

According to Mchombu Africa has "not yet accepted information as an essential resource for social and economic development". When looking at Africa we are aware that the continent is the most underdeveloped in the world and the majority of its people do not have access to development-oriented information (Mchombu, 1999: 234).

Oladele (2001: 4) describes the infrastructure for development information in most African countries as "weak". He states that "… if the countries had given adequate attention to the development of their infrastructure and institutions within the NIP framework, the information scene of the continent could have been a lot better". Research reveals many diverse approaches to policy formulation and implementation in the African countries with regard to the addressing

BEST COPY AVAILABLE

of national information issues, information communication, national information communication, and national information communication infrastructures. Despite the many efforts by foreign countries and organizations, the policy-making decisions of the African countries reveal their own approaches to national communication policy.

It appears as if many African governments consider the services provided by librarians in their countries to be of less value than the services provided by the other professions.
Limited information resources are available due to limitations in funding. Many African countries also lack the capacity to handle their indigenous information (Lor, 1996: 1-3). This makes it difficult for librarians to obtain relevant information material for library users.

The decline in libraries and library services in Africa in recent times is ascribed to some of the following:

(i) Many governments in post-colonial Africa do not support the development of libraries in post-colonial Africa as they see information as a source of power, rather than a tool for development (Mchombo, 1999: 19).

(ii) National library services and other library-related matters are not considered to be of primary importance for development by many of the governments in Africa (Rosenberg, 1999: 19).

(iii) Libraries may not be essential to the communication of information in Africa or should be developed differently from the Western model of libraries (Rosenberg, 1999: 20).

(iv)

The above reasons indicate that information is not valued as a national resource in many of the African countries. However, this appears to be only partially true, as the development of information connectivity and technology are favoured in many African countries.

4.2 Information technology in Africa

A number of influences can be observed with regard to information technology development in Africa. These influences form a strong contrast in comparison to the decline which can be observed in the library sector in many African countries.

Various international organizations are involved in the development of information and communication technology in Africa.

Since 1978 libraries in developing countries have been encouraged to use information and communication technology as a means to access information (Rosenberg, 1999: 16). However, the cost of maintaining the software and hardware of the information and communication technology is too high for many libraries, and the libraries cannot be sustained.

Currently several international organizations are involved and are influencing the development of information and communication technology in many African countries.
The literature indicates that Africa's information technology is being influenced in a substantial way by international organisations, corporations with international interests and NGOs (National Governmental Organisations) (Nassimbeni, 1999: 5). Examples of international organisations and their initiatives in Africa are listed below (Table 6). The list is not complete, but serves to

demonstrate the extent of the involvement of these organisations in the process which is influencing information communication and the communication infrastructure in Africa. Table 6 below lists the communication centres in Africa and the organisations which are involved in telecommunication development. The different agencies and initiatives are described briefly below.

(i) *The International Telecommunications Union (ITU)*

The ITU is one of the main leaders in the area of telecentre development. It is setting up Multipurpose Community Telecentres (MCTs) in Africa, Asia and Latin America. It is involved in projects in Benin, Bhutan, Honduras, India, Mali, Mozambique, Suriname, Tanzania, Uganda, and Vietnam (Colle & Roman. 1999: 5).

(ii) *Acacia Initiative Programme under the International Development Research Centre* (IDRC)

The Acacia Initiative Programme is an international effort led by the IDRC to empower sub-Saharan African communities with the ability to apply information and communication technologies for their own social and economic development. The IDRC intends to invest 60 million Canadian dollars over a period of five years in this project. The development of information and communication technologies (ICTs) needs to be sustainable at the community level and for this reason attention is also given to larger policy development (Colle & Roman, 1999: 9). The initial countries included Mozambique, Senegal, South Africa and Uganda. The main areas of focus for the initial investigation included: policy, human resources, technology and infrastructure, and content development (Uganda: NICI Policy, 1999: 2).
Initially some community telecentres were to be established to provide basic communication services such as "... voice, fax, e-mail, Internet access, etc.; public and quasi-public sector services such as telemedicine, distance education, municipal governance services, and private sector services like news distribution, telecommuting services, training, information on markets, crops and weather conditions, and more" (Colle & Roman, 1999: 7).

(iii) *The Leland Initiative (or The Global Information Infrastructure Gateway Project) of the United States Agency for International Development (USAID)*

The Leland Initiative, under the auspices of the Centre for International Development and Conflict Management, has been involved in research on national information case studies, institutional development cases, and in expanding and refining the Conflict Information Technology Model with emphasis on the Internet (Leland Initiative 1998-1999 Year Two).
The Leland Initiative is a five-year plan. It aims to "bring the benefits of the global information revolution to people in Africa". Its main focus is on extending Internet connectivity to 20 or more African nations. The project works on the supply side by creating the Internet capacity and on the demand side by promoting an awareness of uses for the Internet. The initiative assists with the building of the infrastructure and encourages the development of Internet pilot projects and other activities that help increase the awareness and use of the Internet (Colle & Roman, 1999: 11, 12).

(iv) *The LearnLink Project of the United States Agency for International Development (USAID)*

LearnLink is managed by the Academy for Educational Development, a not-for-profit NGO based in Washington, D.C. LearnLink uses technologies to link individuals, groups and organisations to build the capacity of people to access the resources they need to meed their learning needs. LearnLink is establishing Community Learning Centres (CLCs) in three countries: Ghana, Paraguay, and Benin (Colle & Roman. 1999: 13).

(v) *Economic Commission for Africa*

In June 1999 a report by the Sub-Committee on Information and Communication Technologies was presented at a meeting of the Economic Commission for Africa (ECA) in Addis Ababa, Ethiopia, entitled "*Developing national information and communications infrastructure (NICI) policies, plans and strategies*". The document recognised the challenges that the African information infrastructure faces to be the following:

- expansion of public access, especially to rural areas;
- improving applications of new technologies; and
- content development (Economic Commission for Africa. 1999: 1).

(vi) *Association for Progressive Communications (APC)*

The APC is an association of 22 non-profit computer networks around the world. It is working on community networking projects in Latin America, and is also involved in the linking of thousands of NGOs world wide to exchange development-related information. SangoNet, in South Africa, is an example of an APC initiative. This network provides low cost Internet access, training and other resources to hundreds of development organisations and NGOs in the Southern African region (Colle & Roman, 1999: 14,15).

(vii) *Bellanet*

Bellanet is a consortium which includes the IDRC, UNDP, SIDA, CIDA, DGIS, Rockefeller Foundation, and the MacArthur Foundation. It aims to encourage collaboration and the use of information and communication technologies to create an enabling environment for such collaboration (Colle & Roman. 1999: 15).

(viii) *PICTA (Partnership for ICTs in Africa)*

PICTA is a forum for the collaboration of donor and existing agencies acting within the framework of Africa's Information Society Initiative (AISI). The African Internet Forum (UNDP. USAID, Carnegie Corporation, the World Bank, and others) and the African Networking Initiative (IDRC, ITU, ECA, UNESCO, and others) were two of the major groups which were merged to form PICTA. Their focus is on ICT development in Africa (Colle & Roman. 1999: 15).

(ix) *UNESCO*

UNESCO is involved in the development of communication centres in Mozambique. It is working together with the IDRC and ITU and supplies funding and / or workshops at these centres (Colle & Roman, 1999: 16).

(x) *The World Bank*

According to Colle & Roman the World Bank is involved with rural communications activities in more than 15 countries. Their main focus is on policy, revenue and tariff arrangements and infrastructure development for rural telecommunications. Within the policy work, the Bank wishes to ensure access to communications by the poorest, most of whom live in the rural areas. The Bank's donor fund, InfoDev, has supported major distance education facilities in Ethiopia, Kenya, Uganda, Tanzania, Zimbabwe and Ghana. InfoDev is designed to "… provide developing nations' governments with policy advice and 'best practices' information on economic development potential of communications and information systems. In this context the World Bank operates as a knowledge broker for governments" (Colle & Roman, 1999: 16).

(xi) *CIDA (Canadian International Development Agency)*
The Agency is involved in providing support for Internet connectivity and content creation capacity building in five African countries (Colle & Roman, 1999:16).

4.3 Telecentres or communication centres in Africa and connectivity

Telecentres are technology-based community centres which provide telecommuncations and Internet connectivity and access for under-served urban, rural and remote populations (Colle & Roman, 1999: 4). Table 6 lists the countries in Africa where communication centres are being developed by various agencies. Table 7 lists the Internet connectivity in Africa. From all these initiatives there seems to be a desire within the developed nations to install telecommunication facilities in the developing countries to ensure connectivity.

Table 6. Communication centres in Africa listing the country, agency involved and nature of the development (Colle & Roman, 1999: 18-30).

Country	**Agency**	**Activity**	**Notes**
Benin	ITU USAID/LearnLink	MCT CLC	Begins 1999
Botswana	USAID/Leland	Connectivity	
Côte d'Ivoire	USAID/Leland	Connectivity	
Eritrea	USAID/Leland	Connectivity	
Ethiopia	USAID/Leland	Connectivity	
Mozambique	ITU IDRC/ACACIA USAID/Leland	MCT Telecentres Connectivity	Under way
Ghana	USAID/Leland VITA USAID/LearnLink	Connectivity Telecentres CLC	Operating in 3/99
Guinea-Bissau	USAID/Leland	Connectivity	
Guinea-Conakry	USAID/Leland	Connectivity	
Kenya	USAID/Leland	Connectivity	
Mali	ITU	MCT	Begins 1999
Madagascar	USAID/Leland	Connectivity	
Malawi	USAID/Leland	Connectivity	
Namibia	USAID/Leland	Connectivity	
Rwanda	USAID/Leland	Connectivity	
Senegal	ITU IDRC/ACACIA	MTC Connectivity Telecentres	Under discussion
South Africa		Telecentres (2000-)	Franchise model established by telecoms

BEST COPY AVAILABLE

	Universal Service Agency USAID/Leland IDRC/ACACIA	Connectivity Telecenters	
Tanzania	ITU USAID/Leland	MCT Connectivity	Begins 1999
Uganda	ITU USAID/Leland IDRC/ACACIA	MCT Connectivity ACACIA	Under way
Zimbabwe	USAID/Leland	Connectivity	

Communication in Africa has also been influenced by the development of telecentres or information and telecommunication centres. These telecommunication centres , or tele-centres, are of particular importance in areas in the Third World where not every home has a telephone. The Multipurpose Community Telecentres (MCTs) are created in collaboration with agencies such as the World Health Organisation (WHO); FAU; IDRC; CIDA; UNESCO; UNDP; SIDA; the International Red Cross/Crescent; and DANIDA (Colle & Roman, 1999: 5).

The United States Agency for International Development (USAID) is involved with two major efforts towards the development of telecentres. These efforts are The Global Information Infrastructure Gateway Project (the Leland Initiative) and the LearnLink project. LearnLink is specifically involved in Ghana, Paraguay and Benin (Colle & Roman. 1999: 11).

The Universal Service Agency (USA) in South Africa aims to foster universal access to telecommunications throughout South Africa (Colle & Roman, 1999: 14).

4.4 International organisations and Internet access

A survey of 54 African countries indicated that 51 countries have Internet access in the capital cities (Paul, 2000: 42) (Table 7). The countries with no local Internet access are Congo (Brazzaville), Eritrea and Somalia.

According to the survey there was an average of one Internet user per 5,000 people on the continent of Africa. Globally there is one Internet user per 40 people, and in Europe and North America, one per six people.

Africa has a relatively poor telecommunications infrastructure, and in Africa there are marked differences between major urban areas. Between 70 to 80 % of the population in Africa lives in the rural areas. Paul (2000: 42) states that countries in Africa need to take advantage of the information revolution. If they fail to do this they would "… become even more marginalised and economically stagnant".

The survey report reveals the following about Africa's Internet connectivity (Paul, 2000: 42):

Table 7. Africa's Internet connectivity (Paul, 2000: 42)

Countries with no local Internet access

Congo-Brazzaville (Access expected shortly)	Eritrea (Access expected shortly)	Somalia

Countries with only one public access Internet Service Provider (ISP)

Algeria	Burkina Faso	Gambia
Central African Republic	Ethiopia	Liberia
Malawi	Mauritius	Niger
Seychelles		

Countries with local ISPs or Post Office Protocols (POP) in some secondary towns

Angola	Benin	Botswana
Egypt	Ghana	Kenya
Morocco	Namibia	Nigeria
Tanzania	Tunisia	South Africa
Zimbabwe	Zambia	

Countries with local dial-up Internet access nationwide

Burkina Faso	Ethiopia	Gabon
Malawi	Mali	Mauritius
Mauritania	Morocco	Senegal
Chad	Togo	Tunisia
Zimbabwe		

Countries with ISDN Services (Integrated Services Digital Network)

Egypt	Mauritius	Morocco
Seychelles	South Africa	Tunisia

5. Conclusion

The many difficulties faced by librarians in Africa in delivering information to the community is shown from a global perspective in this paper. In summary the following observations can be made with regard to the situation in Africa:

- Libraries are in decline in Africa..
- This is in strong contrast to the international involvement in the development of Africa's information technology.
- There is a general decline in the information services in many of the African countries and a deterioration in their indigenous information handling capacity.
- The information infrastructure of Africa appears to be in decline.

- The dependence on information from the developed nations is likely to continue without the building of competencies relevant to an information society on the African continent. In view of the difficulties faced by librarians in Africa the uneasy conclusion is reached that the information dependence of developing countries may be perpetuated.
- Governments tend to address information-related issues in their national information policies.

- This trend can be observed among the developed and developing countries.
- The governments in Africa should reconsider the importance of information to development and address the issues of concern to their country in a national information policy.
- Governments should be made aware of the information skills of librarians and the need for their skills in the handling of information. The role of the librarian in Africa has never been more relevant or important than in the present times.

I conclude with the sincere wish for a better future for the countries in Africa in the new millennium. I am convinced that information can be used to bring about change and hope that the governments in Africa will come to an understanding of the relevance of information for growth and development and that the skills of the librarians in Africa can be instrumental in this regard.

References

Colle, R.D. & Roman, R. 1999. *Communication Centers and developing nations: a state-of-the-art report.* (Internet) < http://www.fox.rollins.edu/"liason/asia/SING2HTML > [Accessed: 5 July 2001].

Donaldson, G. 1981. *Books: their history, art, power, glory, infamy and suffering according to their creators, friends and enemies.* Oxford: Phaidon.

Duran, C. 1991. The role of LIS education. In: McClure, C.R. & Hernon, P. ed. *Library and Information Science Research: perspectives and strategies for improvement.* Norwood: Ablex: 152,153.

Economic Commission for Africa: First meeting of the Sub-Committee on Information and Communication Techonologies: Committee on Development Information Report. Addis Ababa, 28 June – 1 July 1999 (Internet) <http://www.unecs.org_resources/Conference_Reports_and_other_ Documents/disd/codi/Cod1_ICT_report.pdf> [Accessed on 5 July 2001].

I*M Europe Legal Issues. 1999. *Access to public information.* (Internet) < http://europa.eu.int/ISOP/legal/eu/access/saxby/cn4/params.html > [Accessed on 6 November 2001].

Library Information Commission Policy Report: Keystone for the Information Age. 1999. *Keystone for the Information Age: a national information policy for the U.K.* (Internet) < http://wwwlic.gov.uk/publications/policy/reports/keystone.html > [Accessed on 6 November 2001].

Lor, P.J. 1996. Information dependence in Southern Africa: global and subregional perspectives. *African Journal of Libraries, Archives and Information Science*, 6(1): 1-9.

Malley, I. 1990. National and international imperatives of a UK national information policy. *Aslib Proceedings*, 42(3): 89-95.

Mchombu, K. Measuring the impact of information on rural development. In: Stilwell, C., Leach, A. & Burton, S. 1999. *Knowledge, information and development: an African perspective*. Pietermaritzburg: School of Human and Social Studies, University of Natal: 234-248.

Nasimbeni, M. 1999. Library and information policy in South Africa in the nineties: process, product and practice. In: Stilwell, C., Leach, A. & Burton, S. 1999. *Knowledge, information and development: an African perspective*. Pietermaritzburg: School of Human and Social Studies, University of Natal: 1999: 28-40.

Niegaard, H. 1999. *Libraries and national information policies and /or national IT strategies – a survey*. IFLA General Conference. 64th. August 16 – 21, 1998. (Internet) < http://www.ifla.org.III > [Accessed September 2001].

Oladele, B.A. 2001. *The imperatives of challenges for African in the Knowledge Age: Status and role of national information policy*. 67th IFLA Council and Conference. August, 2001. (Internet) < http://www.ifla.org/IV/ifla65/papers/144-143e.pdf > [Accessed on 15 August 2001].

Paul, M. 2000. *Global Internet connectivity: status, indicators and use of the developed and developing world*. London: UNED-UK. (Internet) < http://www.unedforum.org/publi/connectivity/UNED%20Connectivity%20Report.pdf > [Accessed on 5 July 2001].

Rosenberg, D. 1999. The sustainability of libraries and resource centres in Africa. In: Stilwell, C., Leach, A. & Burton, S. 1999. *Knowledge, information and development: an African perspective*. Pietermaritzburg: School of Human and Social Studies, University of Natal: 1999: 12-27.

Stone, M.B. 1996. *National information policies: are they possible to formulate?* IDRC, Canada. (Internet) < http://web.sn.apc.org/ecis/martha.htm > [Accessed 2001].

Uganda: NICI policy. 1999. (Internet) < http://www.bellanet.org/partners/aisi/rici/uganda/uganpol.htm > [Accessed on 5 July 2001].

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**029-114-E**
Division Number:	**VIII**
Professional Group:	**Africa Section**
Joint Meeting with:	**-**
Meeting Number:	**114**
Simultaneous Interpretation:	**Yes**

Community Information Structures in Botswana: A Challenge for Librarians

Batlang Comma Serema
University of Botswana, Gaborone
Botswana
E-mail: seremabc@hotmail.com

Abstract:

There are structures at community levels (district and village levels) in Botswana, which produce information for development purposes. Mostly this information end up in village development plans and district development plans. This information is however not captured by libraries and stored for future use. The information from these structures is usually by way of word of mouth because not all of our people can read and write. Again not all of these structures record their proceedings, which can later be stored for future use. But at these structures a lot of important information is discussed which feed into the development process of the country. This presents a challenge for librarians working at community level. For instance how can they capture this information within their libraries? Our public libraries stores material mostly which is foreign and which cannot be accessed by the people within the rural communities. What this means is that libraries at community level has simply locked out communities. In order for communities to come closer to libraries there is need to repackage information from the information structures outlined above. This might include the use of audiovisual techniques to capture information from these community structures. This paper discusses these information structures and the challenges facing librarians.

BEST COPY AVAILABLE

1. Community Development Structures

The institutional set up of planning in Botswana can be divided into three levels: Community Level, District Level and Central Government Level. In this paper I am concentrating on information structures at the community level. The institutions at the community level, which are involved in the development process can be divided into two main categories: The *Traditional Institutions* – so called because of their pre-colonial origin – are the chieftaincy, the *kgotla* and the wards. The kgotla represents the "institution" where commonly consensus can be arrived at and where development initiatives and participation can be encouraged. It is a traditional authority, chiefs, sub-chiefs, village headmen and ward heads are critical links between communities and government authorities. All villages have a *Kgotla* and the village *Kgotla* is led by the Chief who is responsible for calling the *Kgotla* meetings, trying cases under customary law, and is involved in village development. The *modern institutions* – so called because most of them were created after independence e.g. the Village Development Committee (VDC), Village Health Committee (VHC), Parents Teachers Association (PTA), Village Literacy Committees (VLC), Village Extension Team (VET) and other village organisations such as voluntary organisations like Young Women's' Christian Association (YWCA), Botswana Red Cross, Botswana Council of Women (BCW), churches, burial societies, farmers committees. All committees report to the Village Development Committee (VDC). The VDCs were established by a Presidential Directive of 1968 for the purpose of implementing development programmes in villages. It is responsible for all village development matters and coordinates all village institutions' activities. It is however responsible to the *kgotla* on matters related to development.

The functions of the VDC as outlined in the Botswana Government, District Planning Handbook (1996:56) are to:

- Identify and discuss local needs;
- Help villagers to prioritize their local needs;
- Formulate proposals for the solution of identified local needs;
- Determine the extent to which the people can satisfy their identified needs on self help basis;
- Develop a plan of action for their village area;
- Solicit the assistance of donors and other development agencies;
- Mobilize the community and its institutions for development action;
- Provide a forum of contact between village leaders, politicians and District Authorities to enhance the flow of development information; and
- Represent villagers in development matters and act as a source and reference point in matters pertaining to village development.

A VDC consists of 10 members elected at the *Kgotla* meeting. They are charged with development matters in the village. They then report on these at the *Kgotla* meetings where they can generate discussion with members of the village. The District Officer (Development) who is working under the District Commissioner and the Council Planning Officer (CPO) working under the Council Executive Officer liase with the village committee to tap information. Most of the time they get this information through kgotla meetings where the VDC chairman briefs the participants on development matters. The VDC in doing this will have met and solicited ideas from all other village committees particularly the VET (which consists of all central and local government officers working in a village). During the preparation of the Village Development Plan the VDC should also meet with, chiefs and councillors. Prioritization of projects is emphasised and officers should be ready to provide their technical expertise to advise the communities on Government policies and standards. Most villages do not have libraries and I found out that most of the time VDC members could lack relevant information. Thus they are left to seek advice from technocrats and community consultation, through the word of mouth for example at small kgotla, kgotla, funerals, PTA meetings, and most of them said that they listen to Radio Botswana (RB) to get information on development. They said they do not use libraries because it is meant for students who can read and write. This is indeed a great challenge to librarians, how can communities be made part of our clientele?

The next institutional level is that of the District. At this level the most important institutions are the District Administration (established by 1965 Act of Parliament), Tribal Administration (established by 1965 Act of Parliament), Land Boards (established by 1968/1970 Act of Parliament) and District and Town Councils (established by 1965 Act of Parliament).

The District Commissioner (DC) who is responsible to the Ministry of Local Government and is a senior representative of Central Government in the District heads the District Administration. He/she is the chairperson of the District Development Committee, which is in charge of preparing the District Development Plans, thus the coordination function of the DC is very critical. The Town and District Councils are locally elected bodies. These institutions have formal authorities to take decisions within their localities. They have the power and the discretion to allocate resources within their area of jurisdiction. They exist however side by side with locally based officials of various government departments. The councils carry out statutory duties through a system of standing committees. These include such committees as Education, Health, Works, Trade and Licensing, Physical Planning, etc. The Land Boards are responsible for leases and allocation of tribal land including open wells and boreholes. In other words they confer land use rights on individuals or groups. The Land Boards fall under the Ministry of Local Government. Tribal Administration has both traditional and developmental duties. Chieftainship is one of the oldest institutions in Botswana. Chiefs have many responsibilities including maintenance of law and order, administration of justice, serving as spokespersons of their tribes, etc. The Chief, who is also the Head of the Tribal Administration, is by virtue of his position, an ex-officio member of the District Council. The chiefs have considerable personal and political influence, popularity and legitimacy.

A presidential Directive established the District Development Committee (DDC) in 1970, under the chairmanship of the DC. It is the most significant institution at the district level for coordination of development activities. The DDC's terms of reference listed in the Botswana Government, District Planning Handbook (1996:51) are:

- To coordinate the activities of all local and central government agencies in the district with a view to promoting development.
- To serve as a planning body for the district.
- To advise the district agencies on all matters relating to development.
- To coordinate the planning, management, and implementation of district development plans, annual plans, and any other plans in the district.
- To coordinate the development activities of NGOs in so far as they affect Government and/or communities, with a view to harmonising them with Government policy and programmes.
- To monitor the process of decentralisation with a view to advising Government on the possible course of action.

In order for the DDC to function well it has the support of many other sub-committees, which usually report their activities during its meetings; these are listed in the District Planning Handbook as follows: Production Development Committee (PDC, District Extension Team (DET), District Land Use Planning Unit (DLUPU), District Health Committee (DHC), District Drought Relief Committee (DDRC), District Education Planning Committee (DEPC) Plan Management Committee (PMC.

As part of consultation for the District Development Plans a District Development Conference is convened. At this level Chiefs, Councillors, VDC Chairpersons, Members of Parliament, VET Chairpersons, all District Development Committees and District Extension Team members meet. The DO

(D) and CPO present an overview of the success and failures of the past plan for the entire District. After reviewing the past plan the District Development Conference comes up with a plan for the next period. Thus all village plans are summarised into a DDP. It is emphasised that all stakeholders "should be given equal opportunities to contribute to the debate, since this is the most crucial process at district level" (District Planning Manual 2000:59). The DO (D) and CPO will then produce a detailed DDP after the draft plan has gone through the necessary steps and copies provided to VDCs.

2. Consultation

It has to be mentioned here that DO (Ds) and CPOs are all economists. Most of them possess second degrees in economics. Unlike Planning Officers at the ministries they are however not seconded to local authorities but are employed directly by them. They were however found to be very much in touch with the headquarters. It is their belief that policy formulation depends largely on past experience than information in libraries. One of them who is a DO (D) said, "decisions taken in the past will normally influence current decisions". District Development Plans preparation involves consultation between Districts and various government ministries. Thus DO (Ds) and CPOs have to be in constant contact with colleagues at the ministries. The Districts get information about Central Government planned activities in districts from the ministries. Thus Central Government officials and Ministers also visit the Districts and release information on government policies and explain these policies. The head of the Planning Unit in each Ministry is the link person with the Districts. Although this is the case other field officers contribute to this consultation to assist with the information for policy making.

It is my view that consultation has to be a core activity for all local authorities in Botswana. Consultation and communication strategies need to be integrated as the core of local decision-making. The consultation also needs to be made accessible. For instance one VDC chairman told me that sometimes they are given major reports like the Village Development Plan written in English to read and to verify certain things and comment. He admitted that sometimes it is not always easy for them to understand these reports. Particularly councillors must be given an innovative development programme to help them in delivering community leadership, which will help generate information for decision-making and thus help transform services. This will ensure that people can have a say in local decisions and are able to choose these who take decisions affecting local communities. Although Botswana implies ownership in terms of its policies as National Development Plans are generated it is important that it continues to improve ways of consultation process. The consultation process the National Development Plans are following might in many ways be eroded in the future if not always reviewed and strengthened. This therefore means that as we enter into this global village government should continue to find ways of integrating the local people in the policy process.

Although there is a general lack of information sources like libraries in the local authorities the consultation programme adopted by the government of Botswana, which is described in chapter 4, is generally acceptable to my respondents. Most of them felt that if government could tackle illiteracy the system will generally work efficiently and effectively.

Kgotla

A gathering of the *morafe* or nation is called a kgotla meeting, it is a place of community discussion. The agenda for a *kgotla* meeting is usually the responsibility of the Chief who also summons people to attend. At a *kgotla* tribesmen and women meet to discuss development issues, tribal affairs or anything of interest to the tribe. Ministers, Civil Servants, Members of Parliament and Councillors ask the Chiefs to call *kgotla* meetings so that they can disseminate information on development plans and assistance programmes to the people. All such discussion is done in a non-partisan manner. Members of the village, city or town feel free when attending *kgotla* meetings to speak their minds on whatever is being discussed. A *kgotla* is actually not just in villages, they are also in towns and cities. A *kgotla* presents a neutral area for consultation. The Ministers give out information and they also on the other hand receive information, proposals, and criticisms of government policies from the community.

People attend *kgotla* meetings without fear or favour and they express their ideas freely. I observed two *kgotla* meetings and realised that a *kgotla* presents a good institution for policy making. Information takes centre stage at the *kgotla* as communities voice their concerns and proposals and Ministers and civil servants presents and at times defend government policies. There is a two-way communication in the *kgotla*.

Freedom Square

The Freedom Square is another platform usually used by politicians or political parties to inform communities about their party policies and get feedback from communities. Unlike the *kgotla* meeting, where there is the Chief as tne custodian of the kgotla, Freedom square meetings are held by politicians. Any politician can go to the police and ask for a permit to hold a freedom square meeting, popularly referred to as rally. He/she then announces through loudspeakers and Radio Botswana the venue and time for the rally, to the public and organises his/her own chairperson and starts the rally at the Freedom Square.

Freedom squares meetings or rallies as they are usually called are advertisements for political parties. Politicians use them to sell their party. During my fieldwork I observed three freedom square meetings and realised that politicians in most cases do not want to take criticism as they do in kgotla meetings. They often do not even leave much time for communities to discuss what they presented which is very much different from the kgotla meetings which presents a two way communication. A freedom square meeting presents at times noisy debates. There is a lot of heckling and at times really the message is not always clear and not well received. Seepapitso found in Holm and Molutsi (1988:213) that:

> In so far as politicians do talk about policies, they seem to be solely concerned with promoting their own, leading one to believe that public concerns come second to their wishes…Batswana are still not politically educated. This is why the majority only attend assemblies of parties to which they are affiliated. They often expect to get what their representatives promise, forgetting that they as voters must impress upon their representatives the programmes, which ought to be undertaken, and the manner in which government ought to behave. In many cases the electorate does not even appear to know the contents of the manifesto of the parties they support. They expect to be told by way of mouth, which unfortunately does not usually happen at freedom squares.

3 Participatory Rural Appraisal

The way in which information flows in rural communities is through what is commonly known as Participatory Rural Appraisal (PRA). PRA facilitators hand the planning initiative over to local people. They are encouraged to use their first hand knowledge and expertise of practices and priorities to construct charts, maps and matrices all of which yield information making it easier to inform policy making. Thus the PRA method is based on local knowledge, community resources and institutions and the attraction of outside help such as from government technical and extension officers, NGOs and International Organisations.

PRA enables communities to identify and define their own way of sustainable development, a development strategy that is based on real needs, within the skills, capacities and capabilities of their local institutions. In addition to enabling communities to be involved in their own development process, PRA has been a useful tool for identifying community institutions, which can carry out development plans.

PRA enables communities to dovetail the roles of external agencies that can be calle4d upon to provide assistance. It places a premium on community articulation and ranking of their development priorities. This is a major departure from traditional methods, which rely on experts to do this. A PRA exercise devices a management plan known as a Community Action Plan (CAP) or Resource Management Plan (RMP) which helps to guide the community as it implements various programmes. The PRA approach focuses more explicitly on the role of community institutions and practices, in an effort to identify development plans that community organisations can sustain. In part, a focus on community institutions is a result of the impact of a now abundant literature on participation, capacity building and community institutions, which suggests that sustainable development is possible only if development projects and programmes are built on the priorities and capacities that communities themselves identify (Egerton PRA handbook.2000).

It is worth noting that while PRA does not claim to be a substitute for government or donor funds, it attempts to ensure that community development planning is done with the participation of beneficiaries. PRA is flexible enough to be adapted to any field of development. It has been applied in the field of health, agriculture, and natural resource management, management of biodiversity, community wildlife management, education and urban planning. PRA assumes that communities have knowledge and information, which needs to be organised. What can our libraries do to help organise community information? PRA also assumes that the community may not appreciate the enormous power that this information can yield nor how systematizing this information can help rank problems, select options to solve problems, sensitise community groups to take action and attract external agents for assistance. It promotes and recognizes the value of Indigenous Traditional Knowledge (ITK). Is there anything our librarians could to ensure communities appreciate the enormous power information can yield?

4 Government Officers and Information

The local authorities rely on Council Planning Officers (CPO) and District Officers (Development) (DO (D) at both District and Community level to harness information for development and not so librarians. Although there are no libraries and other centrally located information sources like the Central Statistical Office (CSO) and Botswana Institute of Development and Policy Analysis (BIDPA) at the local authorities level, the officers do gather information from the local knowledge of the local communities. They also get information from the centre by attending meetings at the centre. Sometimes people working at central government do visit them at the rural areas and disseminate information on policies. The Ministers and Members of Parliament and Councillors also hold *Kgotla* meetings regularly to inform the communities about government policies and to solicit information from the local people. Most of the consultants hired by government do visit the local areas frequently to collect information for policy making during consultancies.

5 Community Information flow

The way in which information flows in rural areas is threefold: First there is the community leaders' institutional arrangement of the *Kgotla* system, second we have the political arrangement of the political rally system and lastly the government institutional arrangement of civil service. At the *kgotla* tribesmen and women meet to discuss development issues, tribal affairs or anything of interest to the tribe. Ministers, Civil Servants, Members of Parliament and Councillors ask the Chiefs to call *kgotla* meetings so that they can disseminate information on development plans and assistance programmes to the people. All such discussion is done in a non-partisan manner. The political system usually involves Councillors, MPs, potential Councillors and potential MPs and politicians in general. Usually these people use the Freedom Square as a platform to inform communities about their party policies and get feedback from communities. Unlike the *kgotla* meeting, where there is the Chief as the custodian of the kgotla, Freedom square meetings are held by politicians. Lastly as mentioned above local institutions besides the general civil servants rely on Council Planning Officers (CPO) and District Officers (Development) (DO (D) at both District and Community level to harness information for development.

In a study I did entitled: *Information Infrastructure for Public Policy Making in Botswana,* which I did recently one of the issues my respondents mentioned at the districts was that of transparency and dissemination of information on various programmes. My respondents felt that on many occasions the rural people are not well enough informed to be able to be part of the decision making. One of the respondents who is a chief said,

> *You always feel that the officers do not want you to know more about policy. They just want that information to be their own preserve instead of disseminating it to all the community leaders who can inform their decisions. So when an officer is absent it is very much difficult to disseminate information.*

However one of the officers who is a DO (D) blamed the whole thing on the lack of decentralization of information structures. He felt that while at the central government level there are departmental libraries, senior and well-educated officers the rural areas lack such facilities and resources. It was his view that the policies are good and responding to the chief's comment above he said this is just "an administrative problem" it does not mean that the system is "bad". He suggested that with well-educated officers and good community libraries in Botswana the planning system would continue to be better and work well. In fact none of the district headquarters I visited had a departmental or a central library let alone a documentation room. The officers put their information in their offices and often it is reported that they leave with the information when they are transferred. It is important to build libraries for local authorities as public libraries cannot be expected to provide the information needs of local authorities. However one of my respondents felt that although the public libraries cannot be expected to be supplying many of the local authorities information needs they could be enhanced to be able to fill the gap created by the absence of local authorities libraries. It was also the feeling of my respondents that these libraries should be automated so that their catalogue could be linked to information sources in Gaborone (the capital city). So construction of libraries in rural areas and automation of the libraries are issues that librarians will have to look at.

6 The Challenges of Librarians

- Construction of rural and local authority libraries
- Automation of rural and local authority Libraries
- Repackaging of indigenous knowledge
- Ensuring that public libraries serve local communities not just students
- Ensuring community structures record their proceedings
- Viewing community development structures as information sources

References

Botswana Government. District Planning Handbook (1996) Ministry of Local Government, Gaborone: Government Printer.

Holm, J. & Molutsi, P. (1988) (eds.) *Democracy in Botswana*: Gaborone: Macmillian.

Egerton Participatory Rural Appraisal Handbook (2000), Gaborone: Centre for Training and Development Management.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 017-114-F
Division Number: VIII
Professional Group: Africa Section
Joint Meeting with: -
Meeting Number: 114
Simultaneous Interpretation: Yes

Services à distance et services de proximité en milieu africain : quels défis pour le bibliothécaire en tant que vecteur de développement ?

Nafissatou BAKHOUM
Conservateur des Bibliothèques, Université Cheikh Anta Diop de Dakar
Dakar, Senegal
Email : nafiba@hotmail.com / bifan@ucad.sn

Résumé :

L'activité documentaire, qui se plie aujourd'hui à une dynamique induite par les Technologies de l'Information et de la Communication (TIC), dont l'évolution interdit toute stabilité dans la gestion de l'information, fait face à d'énormes défis.

Dans le contexte de sous-développement généralisé de l'Afrique, mais qui ne constitue pas une raison suffisante pour opérer un choix en matière de politique d'information, ces défis s'avèrent multiformes et multidimensionnels.

Le bibliothécaire, en tant que médiateur dans le transfert de l'information et acteur de développement, est au cœur de cette problématique. Il a pour défi premier de réussir le pari de l' «exploitabilité» de l'information au profit de communautés lettrées, mais aussi illettrées pour lesquelles l'appropriation et l'assimilation de l'information sont sources de progrès.

Cette entreprise est d'une actualité d'autant plus historique que les TIC sont devenues un outil indispensable au développement socio-économique, parce que supprimant les barrières géographiques et temporelles entre les pays de la planète.

Ces pistes de réflexion nous amènent à fonder notre argumentation sur :
- *les contraintes environnementales d'accès à l'information en Afrique ;*
- *la position stratégique du bibliothécaire en tant qu'acteur de développement ;*
- *la nécessité de maîtriser les TIC comme outil de développement.*

Mots-clés *: // information // TIC // Internet // développement économique et social // bibliothécaire // Afrique //*

Mai 2002

Services à distance et services de proximité en milieu africain : quels défis pour le bibliothécaire en tant que vecteur de développement ?

Introduction

Les problèmes d'information du continent africain se résument en général à d'énormes entraves en matière d'accès à l'information, de promotion et de valorisation des résultats des chercheurs, de stratégies nationales de développement de la lecture publique, de diffusion et de production d'informations utiles au profit des populations à la base, etc.

Bien que les causes fondamentales soient d'ordre infrastructurel, économique et socioculturel, la problématique de notre réflexion met davantage l'accent sur l'impact de la cohabitation entre services de proximité et services à distance en Afrique, et les multiples défis qui interpellent le bibliothécaire. Notamment le rôle de ce dernier en tant que médiateur dans le transfert de l'information et acteur dans la production de contenus.

Par services de proximité, nous entendons l'ensemble des stratégies et des structures permettant de favoriser l'accès à et la diffusion de l'information, tels que les services documentaires, les activités d'animation scientifique et culturelle, de sensibilisation, d'éducation et de formation aux usages de l'information, etc.

Par services à distance, nous entendons l'ensemble des activités de diffusion, d'échange, de veille informationnelle, de médiation documentaire, de production et de valorisation de contenus sur Internet.

Par bibliothécaire, nous faisons également référence à l'ensemble des professionnels de l'information documentaire, archivistes et documentalistes inclus.

Cette approche nous amène à mettre l'accent sur trois points :

1. les contraintes environnementales spécifiques au contexte africain en matière d'accès à l'information ;
2. le rôle stratégique du bibliothécaire en tant que vecteur de développement ;
3. la nécessité de maîtriser les Technologies de l'Information et de la Communication (TIC) comme outils de développement.

I - Les contraintes environnementales à l'accès à l'information en Afrique

Les structures documentaires fournissent de nombreux services de diffusion active liés à leur mission hautement sociale, particulièrement dans le contexte africain caractérisé par l'insuffisance des infrastructures et par le faible taux d'alphabétisation. Par ailleurs, des obstacles d'ordre financier et le manque de prise de conscience de l'importance de l'information dans le développement de la nation, minimisent les investissements de toutes sortes. Or, comme chacun le sait, l'acquisition de l'information coûte cher et sans moyens financiers, il est impossible pour les structures documentaires de renouveler leurs fonds, à plus forte raison de disposer de moyens techniques pour faire face aux nouvelles exigences technologiques des métiers de l'information.

Un autre obstacle majeur résulte du fait que les décideurs africains ne semblent pas comprendre que le développement de tous les secteurs d'activité passent nécessairement par la maîtrise et la gestion concertée des ressources informationnelles.

Cela explique notamment le manque crucial de politique nationale en matière d'information documentaire dans la majorité des pays africains. Or, le caractère transversal de la fonction documentaire et le rôle essentiel que l'information joue dans tout processus de développement, militent en faveur d'un plus grand respect pour l'information. D'autant plus que le droit à l'information est désormais reconnu comme un des droits fondamentaux de l'homme car il conditionne tous les autres droits. De plus, le respect de l'information est indissociable du respect et de la prise en compte des besoins des professionnels qui sont les principaux acteurs de toute politique d'information.

L'introduction d'Internet en Afrique a–t-elle véritablement pesé sur les obstacles traditionnels à l'accès à l'information ?

L'introduction d'Internet en Afrique, et plus précisément en Afrique francophone date du début des années 1990. En effet, des services Internet, à l'état embryonnaire, étaient assurés par le Réseau intertropical d'Ordinateurs (RIO) de l'ORSTOM, actuel IRD et par l'AUPELF-UREF, devenu AUF. Le réseau RIO de l'ORSTOM irriguait les canaux de la recherche par le biais des «sites-miroirs», consistant à installer des copies de bases de données des organismes du Nord dans les pays du Sud. En plus, il offrait d'autres services comme le courrier électronique et les listes de discussion. Le Réseau électronique francophone de la Recherche (REFER) de l'AUPELF-UREF, quant à lui, mettait à la disposition de la communauté universitaire le minitel pour utiliser les services de la messagerie et pour accéder à la production scientifique internationale.

Au Sénégal, Internet a commencé à se déployer à partir de 1996 grâce à la connexion du pays via Télécomplus, filiale de la Société nationale des Télécommunications (SONATEL). D'autres initiatives en faveur de la diffusion d'Internet ont également vu le jour, comme le *Métissacana*[1]. Ce dernier offrait plusieurs services comme la fourniture d'accès à Internet, la réalisation, l'hébergement et la maintenance de sites web. Á cet effet, il a conçu et hébergé le site de Sud Fm, l'une des premières radios africaines à être présente sur Internet. Cependant, le développement d'Internet restait confiné aux zones urbaines et au milieu de la recherche, au détriment des zones rurales qui englobent plus de 60% de la population.

Depuis, la situation d'Internet en Afrique a considérablement évolué et en 2000, on peut constater que *le continent, dans sa globalité, est connecté à Internet*[2]. Grâce à des efforts politiques, à des initiatives privées et à des programmes internationaux à l'échelle de l'Afrique tels que Leland Initiative (USAID), Infodev, Worldlink (Banque mondiale), Acacia (CRDI) etc., la connexion de l'Afrique à Internet a connu une progression spectaculaire. Toutefois, le développement d'Internet en Afrique est freiné par des obstacles d'ordre infrastructurel, économique et socioculturel.

1.1 – Les obstacles infrastructurels

Malgré les efforts faits en faveur de la réduction des coûts de télécommunications et de la baisse des taxes douanières sur les équipements informatiques, les problèmes d'accès à Internet demeurent. La raison fondamentale est l'inexistence d'un potentiel infrastructurel apte à accueillir la connexion, à assurer une couverture nationale et à supporter les coûts dans la plupart des États africains. Les chiffres avançant que *le nombre de lignes téléphoniques de certaines villes des pays du Nord comme Tokyo dépassent largement l'ensemble des lignes de toute l'Afrique*[3], illustrent parfaitement ce qu'il est convenu d'appeler la fracture numérique. Ils témoignent également de l'indigence du réseau, pris dans son ensemble, sur le continent, même s'il existe des disparités, comme l'indique la situation très encourageante de l'Afrique du Sud, de certains pays du Maghreb et de certains pays d'Afrique subsaharienne comme le Sénégal.

---

[1] Des initiatives qui font parler d'elles….-In : Internet et Développement, pp. 4-5
http://www.france.diplomatie.fr/cooperation/developp/netdev/netdev.html

[2] Le Tam-tam et la toile : entre société traditionnelle et société de l'information.- In Internet et Développement, pp. 2-3
http://www.france.diplomatie.fr/cooperation/developp/netdev/netdev.html:

[3] L'Afrique, un continent de plus en plus connecté.- Internet et développement, pp .3-4
http://www.france.diplomatie.fr/cooperation/developp/netdev/netdev.html

BEST COPY AVAILABLE

Un autre problème est l'inexistence d'un système de ramification locale des infrastructures, c'est-à-dire une décentralisation des points d'accès qui est à la base de tout développement des réseaux. Cela permettrait d'irriguer les zones les plus enclavées et de rentabiliser les investissements en élargissant le marché solvable.

Cependant, le scepticisme peut être de rigueur si l'on sait que de larges franges des populations africaines n'ont pas encore accès à des infrastructures de base comme l'eau potable, l'électricité, le téléphone, etc. Il s'y ajoute le fait que les coûts de communication sont encore dissuasifs par rapport au niveau de vie. Á part quelques rares pays assez nantis en matière d'infrastructures de télécommunications, *sur le continent africain, le réseau connaît des problèmes d'engorgement, des taux élevés de dérangement des lignes téléphoniques, des débits faibles*[4], *etc.*

De plus, les lignes internationales à haut débit coûtent cher et sont généralement hors de portée des pays du Sud. La situation qui en résulte est l'étroitesse des bandes passantes qui influe négativement sur la qualité de la connexion mais aussi sur le développement d'autres alternatives comme les sites-miroirs qui sont des copies de sites du Nord installés sur des sites africains.

Le monopole des opérateurs publics en matière d'accès à Internet et la concurrence déloyale de leurs filiales aux autres fournisseurs d'accès sont aussi des facteurs néfastes à l'utilisation et au développement du réseau. Le cas du Sénégal est à ce titre frappant puisque *la SONATEL a suspendu, en février 2001, les liaisons spécialisées de tous les fournisseurs d'accès qui lui devaient des arriérés de paiement*[5]. Cette situation fut dommageable à bon nombre d'utilisateurs individuels mais également d'entreprises qui sont restées invisibles sur Internet pendant une bonne période.

1.2 – les obstacles économiques

Les problèmes économiques spécifiques à l'Afrique, comme l'insuffisance des ressources fiscales des États, la situation déficitaire liée au cours des matières premières, aux politiques d'ajustement structurel, à l'endettement, accentuent sa dépendance vis-à-vis des pays producteurs de technologie. Le coût élevé des tarifs de télécommunication, la cherté du matériel informatique, l'insuffisance des budgets dans le milieu de la recherche, où les salaires et des dépenses de fonctionnement restent encore prioritaires, sont autant de facteurs limitant le développement d'Internet.

Face à l'inexistence d'un réseau recherche-éducation soutenu par Internet, et orienté vers l'adaptation de l'outil aux besoins locaux, les chances sont très réduites pour que l'usage puisse se généraliser. L'inexistence de conditions d'une économie de l'Internet, c'est-à-dire un foisonnement d'activités autofinancées par les Petites et Moyennes Entreprises (PME) et utilisant les TIC, est également un obstacle.

L'Afrique, qui constitue un immense marché potentiel pour les pays producteurs de technologie est envahie par des programmes d'aide bilatérale et multilatérale au nom de politiques qui prétendent réduire la fracture numérique. Ainsi, au nom de cette cause, aussi noble soit-elle, on augmente les marges bénéficiaires des industries technologiques du Nord,
au détriment de l'atteinte d'objectifs sociaux et économiques en Afrique.

---

[4] VINCENT, Thierry.- Les Infrastructures, principal frein au développement d'Internet en Afrique / Thomas Vincent.- In : L'Afrique et Internet, pp. 3-4
http : //www.cirad.fr/agro_ct/lir/afrint.htm

[5] TOP, Amadou.- Savoir raison garder / Amadou Top.- In : Bulletin d'Analyse des Technologies de l'Information et de la Communication (BATIK), février 2001, n° 19.- pp. 1-2

BEST COPY AVAILABLE

Cette situation s'explique également par les inconvénients traditionnels des politiques d'aide, axées sur le dernier maillon de la chaîne de production de biens et de services, c'est-à-dire la consommation. La conséquence directe est l'absence de pérennité de ces programmes, car, généralement, ils s'arrêtent en même temps que l'épuisement des crédits des bailleurs de fonds. L'autre inconvénient majeur est que le potentiel infrastructurel et la formation d'un capital humain ne sont guère développés.

C'est donc toute la problématique du transfert réel de technologie qui est ici posée. D'autant plus que la majorité des pays africains n'ont pas encore réussi à adapter Internet aux besoins, à l'expertise locale, aux infrastructures existantes et au potentiel scientifique et socio- économique des utilisateurs.

1.3 –Les obstacles socioculturels

Les contraintes socioculturelles au développement d'Internet en Afrique sont largement tributaires des problèmes d'éducation, d'autosuffisance alimentaire, de santé, etc. Des facteurs historiques, qui expliquent la culture orale et communautaire des peuples africains et le faible taux d'alphabétisation, limitent aussi l'utilisation diffuse de cet outil de communication. Par le fait qu'Internet nous submerge de modèles de développement qui ne sont pas adaptés au milieu rural des pays africains, on pourrait se demander si cet instrument n'est pas trop sophistiqué pour cette large majorité des populations.

Ces inquiétudes se fondent sur l'idée que la première étape qui consiste à déchiffrer un texte par le biais de l'alphabétisation et de la scolarisation n'est pas totalement franchie. Le développement de tels acquis par la promotion de services de proximité comme les bibliothèques publiques, où les populations peuvent se cultiver, se distraire, s'informer sur toutes les branches du savoir ou suivre les progrès des connaissances humaines, n'est pas également franchi.

En effet, il existe un fort besoin d'information et de communication des populations à la base, notamment sur des questions cruciales liées à la préservation et à la valorisation de leur patrimoine culturel et artistique, de leur environnement naturel, au développement de leurs activités économiques, à leur participation à la vie politique, etc. Face à ces besoins ponctuels, les infrastructures de base comme l'école, la bibliothèque, les associations de développement, les radios communautaires etc., doivent jouer un rôle de premier plan. C'est alors seulement qu'Internet, en tant que puissant outil de communication, sera en mesure de fédérer toutes ces initiatives et d'en exploiter le potentiel pour servir le développement humain.

Il résulte de cette analyse que, même si Internet est porteur des germes du décloisonnement de l'Afrique sur le plan scientifique, il ne constitue pas une solution miracle aux obstacles traditionnels d'accès à l'information. Le coût élevé des télécommunications, mais aussi le fait qu'Internet n'est qu'un de ces nouveaux outils qui viennent renforcer les moyens d'information et de communication déjà disponibles, en expliquent les raisons.

Les nouvelles approches que cet outil exige dans la gestion de l'information nous amènent à réfléchir sur le rôle stratégique du professionnel de l'information, du bibliothécaire en particulier, dans un contexte de développement.

2 – Le rôle stratégique du bibliothécaire en tant qu'acteur de développement

Les TIC ont considérablement bouleversé le système de gestion classique de l'information, à savoir : le repérage, la collecte, le traitement, le stockage et la diffusion. Au support imprimé sont venus s'ajouter des supports multiformes et aux canaux traditionnels, des voies multidirectionnelles pour accéder à l'information. Comme le support imprimé, Internet est également un support pour véhiculer des connaissances ; sauf que, dans ce cas précis, il existe un défi énorme et toujours grandissant face à la masse et à la complexité des informations, et les capacités de les gérer et de les traiter.

Dans un contexte économique et technologique généralement défavorable, on imagine l'ampleur des défis du bibliothécaire qui se doit de domestiquer cet outil pour réactualiser sa mission. En effet, pour jouer pleinement son rôle dans les objectifs et dans les stratégies de développement, il doit s'approprier les moyens technologiques qui permettent de maximiser la gestion et la diffusion de l'information scientifique et technique. Cette approche exige de lui de nouvelles compétences : apprentissage de nouveaux logiciels de traitement de l'information (bases et banques de données), réalisation de produits documentaires électroniques à diffuser en temps réel, mise en synergie et valorisation des ressources informationnelles à travers un réseau, conception et développement de sites web, activités de veille, etc. Ce précieux concours du bibliothécaire à la recherche scientifique grâce aux TIC revêt une signification particulière en Afrique.

Cependant, la précarité des crédits alloués au domaine culturel en général, dont l'une des conséquences directes est la réduction drastique des budgets des services d'information documentaire, sape les efforts de ces derniers pour accomplir correctement leurs missions. Non seulement l'acquisition de la production scientifique courante dans les différents domaines du savoir est menacée à cause d'obstacles financiers, mais encore la cherté de certaines revues scientifiques, les délais très longs entre la parution et l'acquisition, le déséquilibre entre l'offre et la demande, sont également autant de facteurs de dysfonctionnement des bibliothèques.

Internet a alors réussi le pari de mettre à la disposition de l'utilisateur une masse d'informations variées et accessibles en temps réel. Pour le chercheur, l'opportunité lui est donnée d'accéder aux grands espaces internationaux d'échanges grâce aux listes de diffusion, aux fora de discussion sur Internet, à la visioconférence, etc. Il peut disposer aussi d'informations très utiles par rapport à son domaine de recherche : rapports d'études, actes de travaux scientifiques, publications, etc.

Cette tendance du chercheur à l'autonomie dans la recherche d'information n'est que superficielle, et la responsabilité du bibliothécaire dans son rôle de médiateur s'en trouve renforcée et réactualisée. De même qu'il doit développer une culture de son univers bibliographique, et de son environnement documentaire immédiat, le bibliothécaire doit se saisir de ce nouvel outil qu'est Internet pour se rendre indispensable, voire incontournable dans son rôle de médiateur dans le processus de transfert de l'information.
Face à la multiplicité des sources et à la quantité d'informations produites sur Internet,
les nouvelles responsabilités du bibliothécaire lui exigent de développer une culture documentaire sur le web, de connaître le profil et les performances des différents moteurs de recherche, de maîtriser les opérateurs booléens, etc.
Son appui à l'utilisateur sera alors d'autant plus précieux que face à un sujet donné, il sera capable de sélectionner l'information la plus pertinente, la plus fiable, et la plus actuelle possible.

Dans le milieu de la production de biens et de services qu'est l'entreprise, le bibliothécaire est un élément d'un système dans lequel il joue un rôle vital, car l'information est ici considérée comme un bien de production en tant que génératrice de plus-value. Sa gestion fait donc nécessairement appel non seulement aux compétences techniques du bibliothécaire, mais surtout à un ensemble de savoir-faire qui relève du Management. La maîtrise de l'environnement de l'entreprise, (c'est-à-dire le contexte politique, socioéconomique, les clients, les partenaires et les concurrents, etc.), qui est essentielle à son développement, passe impérativement par la mobilisation de moyens financiers, technologiques, humains, et surtout informationnels. L'information dans l'entreprise est si stratégique que la rentabilisation des investissements est largement tributaire de sa bonne gestion, donc du professionnalisme du bibliothécaire qui devient un acteur de développement.

La participation du bibliothécaire au développement économique et social des communautés africaines est surtout visible auprès des populations non alphabétisées, ou au niveau intellectuel moyen. En mettant à leur disposition des informations éducatives, relatives à leur épanouissement et à leur bien-être social, il joue un rôle moteur dans le processus de démocratisation des sociétés africaines. Un contexte où les principes d'égalité, de libertés individuelles et collectives, d'éducation, de formation à la lutte contre l'ignorance et la pauvreté, ont bien un sens.

Pour développer une culture démocratique auprès des citoyens, il faut faire donc appel au bibliothécaire pour les former, les informer, non seulement par le biais de la lecture, mais également par le recours à des activités scientifiques, d'animation culturelle et de formation à l'appropriation des TIC. La matérialisation de cette mission de haute portée sociale implique que le bibliothécaire possède les capacités et les qualités nécessaires pour bien gérer l'information par différentes activités de mobilisation, de traitement, de tri, d'extraction, de présentation au profit d'un public hétérogène. En effet, quel que soit le secteur d'activité de la vie nationale, il a sa place et il est appelé à assister un public à éduquer et à former, un public désireux de se former, un public apte à former, un public de producteurs, de décideurs, de gestionnaires, etc.

Compte tenu de toutes ces considérations, la responsabilité sociale du bibliothécaire dans le contexte africain est trop pesante pour reposer sur une seule personne. D'autres composantes institutionnelles comme les écoles de formation en Sciences de l'Information et de la Communication, les associations professionnelles, le secteur de l'Enseignement et de la Recherche, l'État, ont également le devoir de former des professionnels de l'information compétents et socialement épanouis. Ces derniers étant dépositaires de la mémoire historique, scientifique, socioculturelle, artistique, institutionnelle de nos pays, la valorisation de l'information passe donc nécessairement par la valorisation de leur profession, et les TIC peuvent y contribuer.

3 – La nécessité de maîtriser les TIC comme outils de développement

Les TIC permettent de réaliser des enjeux économiques grâce au commerce électronique, et à la vitesse jamais égalée de circulation et d'échange de biens et de services sur le plan international. Elles constituent aussi un instrument pour véhiculer une idéologie, une langue, un ensemble de savoir-faire, en somme un modèle culturel qui renforce l'identité des nations qui ont su se l'approprier. C'est pourquoi la bataille des contenus est devenue une priorité et sur ce plan, l'Afrique est très faiblement représentée sur Internet.

Á l'image des multiples contraintes évoquées plus haut, il existe une situation de dénuement presque total quand il s'agit de rechercher sur Internet des travaux scientifiques de grand intérêt, ou des études de cas pratiques répondant à des préoccupations contextuelles, conçus par des Africains sur l'Afrique. Or, le potentiel en matière de contenus scientifiques n'est guère exploité. Á part les sites des universités et des ONG impliquées dans la recherche, l'essentiel des contenus sont à but informatif, principalement développés par la presse, à but publicitaire et touristique, véhiculés par les portails nationaux, à but politique et administratif, présentés par les organisations gouvernementales. Cette situation est illustrative de la timidité de la communauté scientifique africaine sur le réseau. Elle s'explique par l'absence de réseaux d'échange et de fora de discussion scientifique nationaux, sous-régionaux et régionaux, et par l'absence de production d'une *réalité authentiquement africaine*[6] destinée au monde entier. Une réalité qui s'exprime à travers les riches patrimoines naturels, historiques, scientifiques, socioculturels et artistiques. Ces archives de la mémoire collective des peuples africains sont actuellement menacées, parce qu'elles sont jalousement conservées dans des conditions très précaires.

Ce phénomène est anachronique par rapport aux progrès considérables réalisés depuis quelques années en matière de sauvegarde, de conservation, d'exploitation, de diffusion et de rentabilisation de l'information scientifique et technique grâce aux TIC. Par conséquent, ces derniers peuvent être source de progrès et de développement humain durable face à la situation très critique de l'Afrique. Une redéfinition des termes de l'échange en matière d'information s'impose, car la relation du continent aux grands serveurs de bases et de banques de données du Nord est encore verticale et unilatérale. Or, le paradoxe est que l'outil de communication utilisé dans cette relation, Internet, est assez démocratique et offre un schéma de transmission horizontal et diffus du savoir.

---

[6] CISSE, Aminata Diaw.- Le Futur à inventer : quelle modernité pour l'Afrique ? / Aminata Diaw Cissé.- In : « Penser le développement », Séminaire international tenu à Dakar du 30 octobre au 1er novembre 1997 / Université Cheikh Anta Diop de Dakar ; Goethe Institut Dakar.- Dakar, 1998.- pp. 33-39

La production de contenus africains réalisés par des Africains, et destinés à la communauté scientifique internationale, fera passer l'Afrique du rang de simple consommateur à celui de producteur d'information, donc de partenaire actif. Mais si Internet s'est développé au Nord jusqu à aboutir à la situation de monopole qui prévaut aujourd'hui, c'est parce qu'il a suivi une logique d'évolution graduelle au niveau interne avant de s'exporter. De même, si les problèmes de communication interne de l'Afrique sont résolus dans une perspective d'intégration, par le développement de réseaux nationaux, sous-régionaux et régionaux, l'espoir peut être permis.
Mais certains paramètres essentiels sont à cet effet incontournables, notamment :
- le développement de capacités de recherche en production de contenus locaux adaptés aux réalités scientifiques, pédagogiques, socioéconomiques et culturelles des communautés africaines ;
- la sensibilisation, l'éducation et la formation à l'utilisation et à l'assimilation des TIC au profit des différentes couches de la société.

Étant donné qu'elle n'aura pas à réinventer la technologie, la contribution de l'Afrique au dialogue des cultures sur Internet sera alors proportionnelle à sa capacité de mobiliser son potentiel scientifique et humain. En d'autres termes, le défi que les TIC lancent à l'Afrique est de transformer ses riches matériaux scientifiques en ressources informationnelles électroniques aux supports multiformes et de développer une expertise locale pour les insérer dans un monde en construction.

Il ressort de cette analyse que la maîtrise des TIC et leur appropriation par les populations sont donc porteuses d'espoir pour le continent.

Conclusion

Les progrès décisifs enregistrés dans le processus de transfert de l'information, en amont comme en aval, ont vu naître des concepts : Société de l'information, Mondialisation, etc. Ces concepts semblent entraîner une uniformisation des comportements et pratiques vis-à -vis de l'information et des conditions maximales d'accès quel que soit l'endroit où on se situe sur la planète. Compte tenu des énormes obstacles surtout infrastructurels et économiques, l'Afrique a du mal à participer activement à la Société de l'Information et semble, a priori, tendre vers la marginalisation. Mais l'espoir est permis, d'une part, face à la volonté farouche des États africains d'accueillir les TIC et à la vitesse de progression de la connexion à Internet ; d'autre part, comme en témoignent les nombreuses réalisations, tels que la *Caravane Multimédia*[7] d'Osiris et le *Projet « Joko »*[8] au Sénégal, l'installation et le développement de *télécentres communautaires polyvalents*[9] par le CRDI à Nakaseke et Nabweru en Ouganda, etc. ainsi que les multiples projets en cours.

---

[7] TOP, Amadou.- Fracture numérique : joindre la parole aux actes / Amadou Top.- In : Bulletin d'Analyse des Technologies de l'Information et de la Communication (BATIK), février 2001, n°25.- pp. 1-2

[8] Littéralement : «communiquer » Projet lancé par le chanteur sénégalais Youssou Ndour avec l'appui de la firme Helwet Packard dans le cadre de son initiative World E-Inclusion, dont l'objectif est de lutter contre le fossé numérique, la pauvreté et le sous-emploi grâce à l'Internet.
Le Projet Joko se met en place.- In : Bulletin d'Analyse des Technologies de l'Information et de la Communication (BATIK), avril 2001, n°21.- pp. 6-7

[9] Les Télécentres communautaires polyvalents.- In : Bulletin de l'UNISIST, vol.29, n°1, 2001 .- pp. 16-17

En plus de son soutien à l'activité documentaire, par la mise à la disposition de l'utilisateur d'une masse d'informations accessibles en temps réel, Internet peut être une chance pour le Sud si les populations arrivent à en faire une appropriation sociale pour des actions de développement. Le professionnel de l'information, le bibliothécaire en particulier, est au cœur de ce grand défi.

Bibliographie

L'Afrique, un continent de plus en plus connecté.- Internet et développement, pp.3-4
http://www.france.diplomatie.fr/cooperation/developp/netdev/netdev.html

BOUKARI, Mamane. – L'Impact des nouvelles technologies de l'information et de la communication sur le rôle du documentaliste dans la cité en Afrique / Mamane Boukari. - In : Atelier sur le Documentaliste dans la cité : rôle, statut, avenir, 7-9 septembre 1998, Paris / IBISCUS. - Paris : IBISCUS, 1998. - pp. 50-52.

CISSE, Aminata Diaw.- Le Futur à inventer : quelle modernité pour l'Afrique ? / Aminata Diaw Cissé.- In : « Penser le développement », Séminaire international tenu à Dakar du 30 octobre au 1er novembre 1997 / Université Cheikh Anta Diop de Dakar ; Goethe-Institut.- Dakar : UCAD, Goethe-Institut, 1998.- pp. 33-39

Des initiatives qui font parler d'elles….-In : Internet et Développement, pp. 4-5
http://www.france.diplomatie.fr/cooperation/developp/netdev/netdev.html

EL-KEFI, Naceur. – Les Nouvelles technologies comme instruments de marketing pour les Bibliothèques / Naceur El-Kefi. – In : Séminaire international sur le Marketing De l'Information, Tunis, Tunisie, 4-6 mai 1992 / Banque internationale d'Information sur les États francophones, Institut supérieur de Documentation. – Ottawa : BIEF, 1992.- pp. 233-242.

FONDIN, Hubert.- La Science de l'information : posture épistémologique et spécificité disciplinaire / Hubert Fondin.- In : Documentaliste Sciences de l'Information, Vol. 38, n°2, (juin) 2001, pp.112-122

HANE, Libasse.- Analyse du phénomène Internet au Sénégal à travers quelques titres de la presse nationale : 1991-1996 / Libasse Hane.- Dakar : EBAD, 1997.-115p.

PASSERELLES DU DEVELOPPEMENT (2000- 02 -21/26; Bamako, Mali)
http://www.rti.tr/Kiosque /Mti/Bamako2000/index.htm

Le Projet Joko se met en place.- In : Bulletin d'Analyse des Technologies de l'Information et de la Communication (BATIK), avril 2001, n°21.- pp. 6-7

SECK, Mouhamed Tidiane. – Insertion d'Internet dans les milieux de la recherche en Afrique de l'Ouest / Mouhamed Tidiane Seck. – 7 p.
In : CD-ROM Internet au Sud : la recherche
File://D:\enjeux\seck.htm, 1997.

SOMMET DES CHEFS D'ÉTATS ET DE GOUVERNEMENTS DU G7-G8 (2000-07-21/22/23 ; Okinawa, Japon). - Charte d'Okinawa sur la société mondiale de l'information : actes / du Sommet des Chefs d'État et de Gouvernements du G7-G8, Okinawa, Japon, 21, 22, 23 juillet 2000. – 9 p.
http://www.g7.utoronto.ca/g7/francais/2000okinawa/charte.html

BEST COPY AVAILABLE

Le Tam-tam et la toile : entre société traditionnelle et société de l'information.- In Internet et Développement, pp. 2-3
http://www.france.diplomatie.fr/cooperation/developp/netdev/netdev.html:

Les Télécentres communautaires polyvalents.- In : Bulletin de l'UNISIST, vol.29, n°1, 2001
.- pp. 16-17

TOP, Amadou.- Fracture numérique : joindre la parole aux actes / Amadou Top.- In : Bulletin d'Analyse des Technologies de l'Information et de la Communication (BATIK), février 2001, n°25.- pp. 1-2

TOP, Amadou.- Savoir raison garder / Amadou Top.- In : Bulletin d'Analyse des Technologies de l'Information et de la Communication (BATIK), février 2001, n° 19
.- pp. 1-2

VINCENT, Thierry.- Les Infrastructures, principal frein au développement d'Internet en Afrique / Thierry Vincent.- In : L'Afrique et Internet, pp. 3-4
http : //www.cirad.fr/agro_ct/lir/afrint.htm

WOLTON, Dominique.- Internet et après : une théorie critique des nouveaux médias / Dominique Wolton.- Paris : Flammarion, 2000.-240p.

IFLANET **Search** **Contacts**

International Federation of Library Associations and Institutions

Annual Conference

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

International Friends of the Alexandria Library

The last year has seen many changes at the Bibliotheca Alexandrina due to the appointment of a new Director previously at the World Bank. New policies have been put in place relating to acquisitions and the role of the Library in Alexandria and Egypt: the director is keen to use the Library to promote literacy and lifelong learning and to that end a special 'soft opening' was held for a month in October 2001 to ensure that the local people would feel that the Library was theirs. An official opening was planned for 23 April but postponed until October because of the situation in neighbouring Israel.

This key international project comes within IFLA's professional priority of supporting the role of libraries in society and it is expected to be a showpiece for the library in the electronic age.

The Poster Session will increase awareness of the Library itself and promote the various national Friends associations. Encouragement will be given to IFLA participants from other countries to set up their own associations. Issues relating to the kinds of material the Library is collecting and the balance of traditional and digital materials will be addressed at the Poster Session.

Multi-lingual materials will be on display from Friends associations, the Library management and the construction company.

Alan Hopkinson
Head of Library Systems
Middlesex University
Bounds Green Road
LONDON N11 2NQ
United Kingdom
Email: a.hopkinson@mdx.ac.uk

Latest Revision: *May 23, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

Your Library on a Postcard

Postcards are excellent means for promotion and can provide all kinds of publicity opportunities.

Now that photography and printing are within the reach of many, many can afford to produce attractive cards at an easy manner, in large numbers in a cheap way.

The objective of the poster is to encourage libraries to produce and issue their own postcards.

These may be used as tools in various ways:

- Publicity: where the library is, services provided, opening hours
- Support of campaigns: promote reading, free access to information
- Membership rallies
- Attract or advertise sponsors

Examples will be shown of nice cards from libraries in different parts of the world, with suggestions for possible actions.

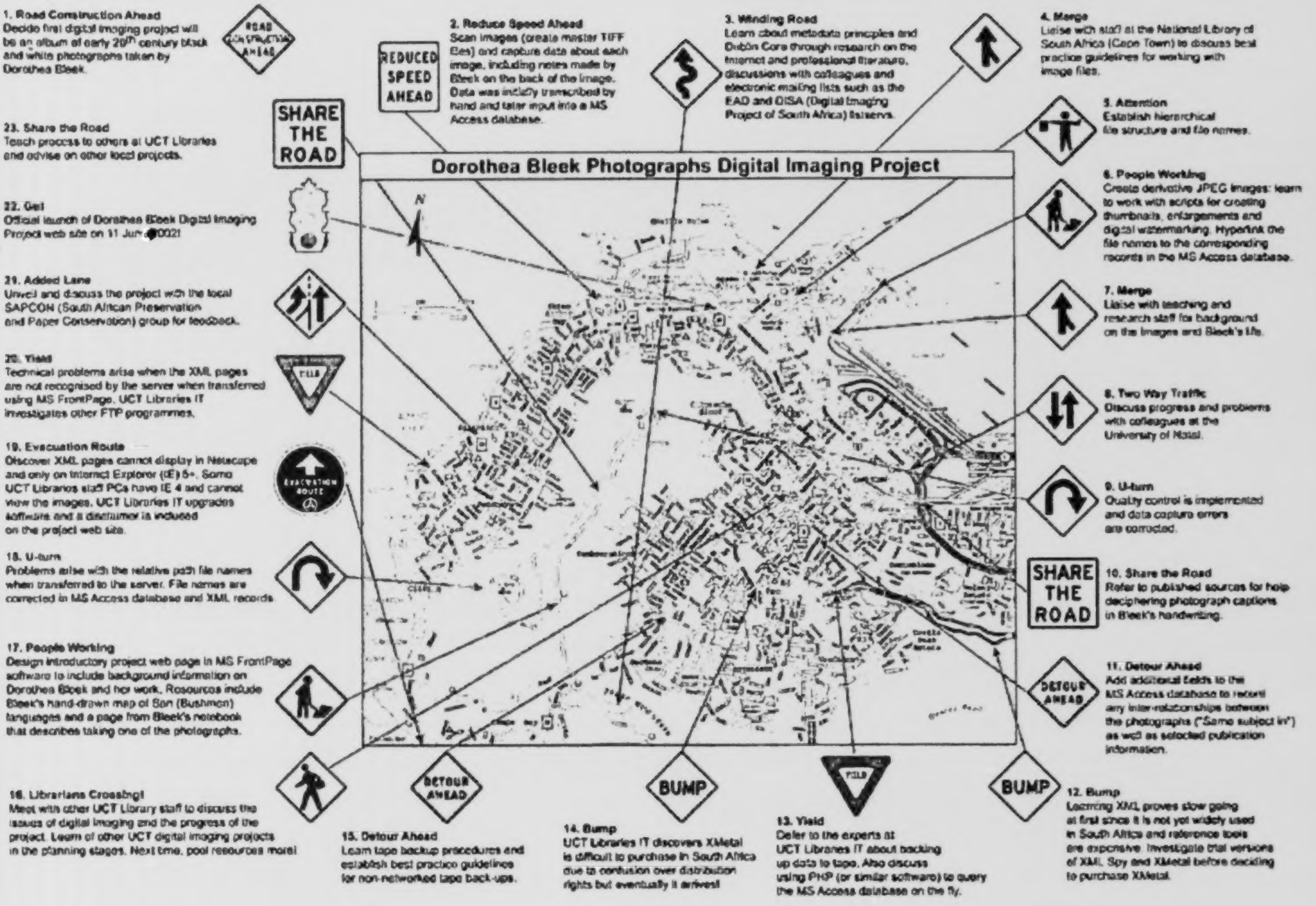
Sjoerd KOOPMAN
IFLA HQ

P.O. Box 95312
2509 CH DEN HAAG
Netherlands
E-mail: sjoerd.koopman@ifla.org

Latest Revision: *May 23, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

Dorothea Bleek Photographs Digital Imaging Project



1. Road Construction Ahead
Decide final digital imaging project will be an album of early 20th century black and white photographs taken by Dorothea Bleek.

2. Reduce Speed Ahead
Scan images (create master TIFF files) and capture data about each image, including notes made by Bleek on the back of the image. Data was initially transcribed by hand and later input into a MS Access database.

3. Winding Road
Learn about metadata principles and Dublin Core through research on the Internet and professional literature, discussions with colleagues and electronic mailing lists such as the EAD and DISA (Digital Imaging Project of South Africa) listservs.

4. Merge
Liaise with staff at the National Library of South Africa (Cape Town) to discuss best practice guidelines for working with image files.

5. Attention
Establish hierarchical file structure and file names.

6. People Working
Create derivative JPEG images: learn to work with scripts for creating thumbnails, enlargements and digital watermarking. Hyperlink the file names to the corresponding records in the MS Access database.

7. Merge
Liaise with teaching and research staff for background on the images and Bleek's life.

8. Two Way Traffic
Discuss progress and problems with colleagues at the University of Natal.

9. U-turn
Quality control is implemented and data capture errors are corrected.

10. Share the Road
Refer to published sources for help deciphering photograph captions in Bleek's handwriting.

11. Detour Ahead
Add additional fields to the MS Access database to record any inter-relationships between the photographs ("Same subject in") as well as selected publication information.

12. Bump
Learning XML proves slow going at first since it is not yet widely used in South Africa and reference tools are expensive. Investigate trial versions of XML Spy and XMetal before deciding to purchase XMetal.

13. Yield
Defer to the experts at UCT Libraries IT about backing up data to tape. Also discuss using PHP (or similar software) to query the MS Access database on the fly.

14. Bump
UCT Libraries IT discovers XMetal is difficult to purchase in South Africa due to confusion over distribution rights but eventually it arrives!

15. Detour Ahead
Learn tape backup procedures and establish best practice guidelines for non-networked tape back-ups.

16. Librarians Crossing!
Meet with other UCT Library staff to discuss the issues of digital imaging and the progress of the project. Learn of other UCT digital imaging projects in the planning stages. Next time, pool resources more!

17. People Working
Design introductory project web page in MS FrontPage software to include background information on Dorothea Bleek and her work. Resources include Bleek's hand-drawn map of San (Bushmen) languages and a page from Bleek's notebook that describes taking one of the photographs.

18. U-turn
Problems arise with the relative path file names when transferred to the server. File names are corrected in MS Access database and XML records.

19. Evacuation Route
Discover XML pages cannot display in Netscape and only on Internet Explorer (IE) 5+. Some UCT Libraries staff PCs have IE 4 and cannot view the images. UCT Libraries IT upgrades software and a disclaimer is included on the project web site.

20. Yield
Technical problems arise when the XML pages are not recognised by the server when transferred using MS FrontPage. UCT Libraries IT investigates other FTP programmes.

21. Added Lane
Unveil and discuss the project with the local SAPCON (South African Preservation and Paper Conservation) group for feedback.

22. Go!
Official launch of Dorothea Bleek Digital Imaging Project web site on 11 June 2002!

23. Share the Road
Teach process to others at UCT Libraries and advise on other local projects.

BEST COPY AVAILABLE

IFLANET
Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

GLASGOW 2002

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

Promoting Information Literacy Skills among Education Students through a Web Tutorial

The Library System of the Pontificia Universidad Catolica de Chile (Pontifical Catholic University of Chile) gives high priority to the development of information literacy skills among the students by offering them different tools and types of library instruction activities.

The poster describes a collaborative project between two academic librarians and a research methodology professor, which involved the creation of a web-based tutorial, in Spanish, for education students. It details the planning and initial development of the tutorial designed as a tool to teach information literacy competencies that will help students to have the ability to find, to evaluate, and to use specialised information on the field of Education. Using the library tutorial helps them to become "information literate". In addition, it describes the following modules: Searching for specialised information, Obtaining the document, Applying evaluation criteria, Using reading techniques and Citing sources. The poster session will include screens from different modules, information on the objective of the product, audience, methodology, promotion, uses and evaluation of the tutorial.

Elvira Saurina Solanes

Alicia Gaete
David Leiva
Pontificia Universidad Católica de Chile
Santiago, Chile

Latest Revision: *July 05, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**098-115-E**
Division Number:	**II**
Professional Group:	**Health and Biosciences Libraries**
Joint Meeting with:	**EAHIL**
Meeting Number:	**115**
Simultaneous Interpretation:	**-**

The Impact of Medical Informatics on Librarianship

Prudence W. Dalrymple
Graduate School of Library and Information Science
Dominican University
River Forest, Illinois USA

Introduction

Throughout the world libraries and librarians are in the midst of a great transformation driven by technology but with consequences that reach far beyond it. The theme of this year's seventy-fifth anniversary IFLA conference reflects librarianship's fundamental values--democracy, diversity and delivery of information to society. One of the unexpected consequences of the digital revolution is that both the means and the desire to control information delivery is no longer the exclusive domain of libraries and librarians. As "information" has become an attractive and highly prized commodity, new disciplines have emerged and new occupational groups now perform work once thought the exclusive domain of librarians. While their work seems similar, these new information workers may not share the same values. If librarians are to retain their place in society, and continue to advocate for these core values, they must examine and understand the cognate disciplines whose knowledge and functions resemble—and even challenge--their own. By more clearly articulating the role and value of libraries and librarians, librarianship can embrace new opportunities and adapt to the continued challenges of technological, economic and political change.

One arena in which these challenges and changes are fully engaged is medicine and health. Health care delivery is a national and global priority and one in which both information and technology are essential. Although health care delivery systems vary widely among nations, the need for timely, accurate information is universal. Where resources are scarce, self-care and public health are increasingly important since information must be made available to the individual patient and citizen, not just the health worker. To accomplish this goal—creating and maintaining an efficient information network capable of serving clinicians, researcher, patients and the public-- a highly skilled workforce is necessary. To accomplish this goal while retaining librarianship's core values requires expanded attention to education.

The thesis of this paper is that the growth of the field of medical informatics, while seemingly a potential threat to medical librarianship, is in fact an opportunity for librarianship to both extend its reach and also to further define its unique characteristics in contrast to those of medical informatics. Furthermore, because medical librarianship represents a sector of librarianship itself, the relationship between medical informatics and medical librarianship provides an example of the influence of a cognate field on the profession of librarianship that may extend across the profession. This paper will define both medical informatics and librarianship, their areas of overlap and their claims to professionalism. The "informationist" a new health professional which was recently proposed in one of the leading U.S. medical journals—will illustrate one model of collaboration between the two fields. The paper will conclude by suggesting new educational pathways.

Definitions and history

Librarianship (library and information studies)

Throughout the world, libraries and librarians perform functions on behalf of society. These functions are to acquire, preserve, organize, analyze, and provide subsidized access to the accumulated data, information and knowledge generated by its citizens. While all library professionals perform these functions, this paper focuses on a specific sector—health sciences. Because librarians are familiar with the historical development of the profession as well as its knowledge, skills, values and practices, only a brief definition of the field is necessary. This is taken define the field of library and information studies as concerned with

> …recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination and management. (American Library Association, 1992).

Librarians perform these services on behalf of society, either individually or in the aggregate, and they perform them regardless of their particular physical location or venue. While it is possible to practice librarianship outside of a library using "virtual information," the function that libraries perform on behalf of society primarily involves physical artifacts or their digital representations that have been created to be disseminated to other individuals or groups.

Medical informatics

Medical informatics as a discipline has strong European origins. Indeed the term "informatics" appears in French as "informatique" and was relatively unknown in English until recently. The appearance of medical informatics is associated by some with the 1959 publication in *Science* of an article by Ledly and Lusted on reasoning foundations of medical diagnosis (Giuse & Miller, 1995). This focus on medical diagnosis and decision-making continued and evolved, along with computer, information and library science. Many may recall that during the last quarter of the twentieth century, a common metaphor for the computer was the human brain. Conversely, the brain as computer figured prominently in the literature of cognitive science—the science of knowing. An early application of cognitive science to medicine was computer aided diagnosis using expert systems such as INTERNIST—although such experimental systems have not turned out to be as useful as initially hoped. Similarly, expert systems technology was also a research front in LIS for a time, but in neither field was it ultimately fruitful.

Medical informatics initially consisted of computer and information technology focused on medical problems. By the 1980s, however, a more integrated view of medical computing emerged, prompting Marsden Blois to write enthusiastically about the role of the computer in medicine. He saw computing as a "novel research tool" whose possibilities "can hardly be exaggerated." Blois envisioned computers that would help not only to manage information, but also understand its nature a support decision-making in clinic and laboratory (Blois, 1986). He also foresaw the developments of the past decade in which the digital revolution and managed care have made information management a major activity of the health care professional.

By 1990, Greenes and Shortliffe were calling for medical informatics to be an institutional priority. In their article in JAMA, they define medical informatics as

> .... the field that concerns itself with the cognitive, information processing, and communication tasks of medical practice, education, and research, including the information science and the technology to support these tasks. An intrinsically interdisciplinary field, medical informatics has a highly applied focus, but also addresses a number of fundamental research problems as well as planning and policy issues... (Greenes & Shortliffe, 1990).

This definition accurately reflects the literature, the practice and the function of medical informatics. It acknowledges that the computer can extend, but not replace, the human ability to manage and analyze information. Rather than thinking of the brain as a computer, medical informatics today recognizes the distinction between the computer's ability and human ability.

Knowledge and skills

Once a field of study has been defined, what are the knowledge and skills required to work in this field? In a profession, knowledge and skills build upon scientific, historical and scholarly principles that are harnessed for a social or public good. In comparing librarianship's skills with those required for medical informatics specialists (recognizing that for each field today, the acquisition of basic information technology skills is a given), librarianship concerns itself with process and structure across generic subject areas, whereas medical informatics focuses on specific domain knowledge.

Librarianship skills consist of generic knowledge necessary for individuals and groups to participate in the acquisition, exchange, and organization of knowledge. These skills enable librarians to anticipate future information needs so that appropriate information resources can be acquired and preserved for future use. Medical informatics skills consist of applied and theoretical knowledge necessary to adapt generic information science to the biomedical domain. These skills enable medical informaticists to focus on specific teaching, research and health care agenda; they must be able to draw upon a deep understanding of biomedical information systems (Frisse, 1994).

This tension—between the need for knowledge of information as information and the need for specific domain knowledge—has long been debated among library educators and administrators. Marcia Bates in her paper "The Invisible Substrate of Information Science" argues that the primary characteristic of library and information science is the ability to think about a information resource in terms of the features that matter to its organization and retrieval, rather than mastering its content. In order to work in information—or perhaps in informatics—it is necessary to be come an expert in information use and management. A subjection specialist WITHOUT information education and training simply cannot work in the information field (Bates, 1999). According to this argument, the field of medical informatics must combine full information education with subject specialization. The competent medical informaticist must be cross-trained in biomedicine—"domain knowledge"-- as well as in information science. Presumably, the train runs in both directions and the health librarian must be cross-trained in biomedicine as well as in information science. If such is the case, is there a difference between these two pathways, and if so, which of these pathways is the more desirable? While it can certainly be argued that training in medical informatics is a viable pathway, the issue of professional values and professional jurisdiction must be answered.

The effect of being a profession

While those attending IFLA most likely have little doubt that librarianship is a profession, the elements that constitute professionalism may not be clear. Continued study while applying knowledge and skills to perform a public service characterize a profession. Librarians have long embraced public service as a cornerstone of the profession. Medical informatics, however, is in the process of determining whether there is a profession of medical informatics or whether medical informatics is a discipline of its own or a sub-discipline of another field, most likely, medicine. As the protracted investigations of Bill Gates and Microsoft illustrate, many disciplines within computer science are neither public nor oriented toward service. Some have argued, however, that medical informatics does indeed constitute a profession because it looks at the user's needs in all their complexity (Giuse and Miller, 1995) –and such an argument, to the extent that it is valid, certainly brings medical informatics much closer to librarianship.

Andrew Abbott in his book *The System of Professions* argues that the chief characteristic of professional work is education in an abstract, academic knowledge base that provides the context in which to learn procedures. Academic knowledge is abstract, not process-oriented, while practical/professional knowledge focuses on procedures. Academic knowledge legitimizes a profession's claims that its expert work effectively addresses the problems it has defined. Expert work is done in the context of expert knowledge, and it is expertise that enables a profession to lay claim to the control of specific functions in a society(Abbott, 1988). Another way to say this is that one must study X (expert knowledge) in order to become qualified to do Y (expert professional work). Within this framework, medical librarianship's claim to its traditional domain could be threatened by medical informatics' emergence and continued progress toward professionalism.

As medical informatics has moved beyond focusing solely on technology to embrace a deep understanding of biomedical information systems, the distinctions between medical librarianship and medical informatics have blurred. This has even been described as a disruption in the balance among the health professions. The expert knowledge and practice of health information librarians has always the management of print-based, published literature using bibliographic systems. For most of the twentieth century, medical librarians focused on meeting the information needs of the health professional, not the patient or consumer. The expert knowledge and practice of medical informaticists has been primarily medicine, rather than information. Furthermore, recent trends in medical informatics have extended beyond knowledge-based information (the literature) to patient data as exemplified in the electronic health record. Their interest in both these areas is limited to the extent that it supports good clinical practice. However, both systems have been affected by external trends, placing them on a collision course with one another. The medical librarian now deals with electronic literature, as well as a multiplicity of digital "information" which is not published in the traditional sense. Medical libraries—and the electronic systems that extend their reach—now focus on patients and consumers, in addition to health professionals. While medical informatics has become more user focused, its legitimate claim to authority in health care faces challenges from the external environment (Bradley, 1996).

Evidence-Based Medicine (EBM) and Medical Information

As part of a 1999 American Medical Informatics Association (AMIA) conference, participants described the current environment for health care, particularly as it affects information. They identified these trends:

- Integrated health delivery systems need standards for data sharing
- Converging technologies mean larger and faster databases but with smaller faster and cheaper hardware.
- Empowered patients and consumers have more access to information
- Higher education requires technology-assisted learning, distance education and lifelong learning (Staggers, et al., 2000)

The impact of evidence-based medicine (EBM) on public health and the empowerment of consumers and patients is increasingly apparent. Evidence-based medicine requires critical appraisal of the medical literature and the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based medicine means integrating individual clinical expertise with the best available clinical evidence from systematic research (Sackett, 1996). It de-emphasizes intuition and anecdotal experience and stresses the examination of evidence from clinical research along with applying formal rules of evidence for systematically evaluating the clinical literature. A group of physicians in Great Britain is credited with the initiation of this approach and the results of the their systematic reviews of the medical literature are compiled in the Cochrane Collection. The movement has spread rapidly to North America and is now being discussed in the popular press. A recent article in the New York Times Magazine stated that "patients, working with their physicians and armed with medical data, are better equipped to make decisions that work for them than [traditional doctors] because they understand their own expectations better than their physicians can. Authority is devolved from expertise to the data and thus, ultimately, to the patient(Patterson, May 5, 2002). This shift in authority, with the simultaneous increase in consumer access to health information places information clearly at the center of health care. Add to that the growing need for agreement on an acceptable electronic health record, and the importance of information to health care has never been more critical

Clearly, the practice of EBM involves literature search and appraisal skills that are part of the core knowledge of librarians. What librarians have thus far lacked is the domain knowledge that comes naturally to the medical informaticist. The medical informatics practitioner seeks to bring computational power to this process, not only in the search, retrieval and appraisal of the literature, but also the communication of the results of the appraisal to the bedside or office. The medical informatics specialist may or may not have the commitment to public health that librarians have. Furthermore, the medical informatics specialist likely performs this task to meet his or her (teams') specific interest. The librarian is expected to be able to perform these tasks on behalf of others.

The social impact of information, combined with the delicate policy and ethical issues surrounding patient confidentiality and security of health records, make it essential that those who are working in the health information field have the information skills, the domain knowledge and the ethics and values that characterize a profession. In fact, ethics and policy decisions have come to replace technological expertise as the most important characteristics both of medical informatics and librarianship. While technology--particularly web technology—has made it possible to seamlessly integrate clinical data and knowledge-based information to support informed decisions, there are policy and organizational decisions that must be made. Recently Betsy Humphreys, Associate Director of the National Library of Medicine stated,

> When this goal [of data and knowledge supported decision-making] first gained currency, the assumption was that health care professionals were the decision makers. Clinicians remain a

> primary target for integrated "just-in-time" information services, but these services are also needed by public health professionals and, in an era in which individuals are assuming more responsibly for their health, by patients and the well public (Humphreys, 2000).

While great progress has been made in the technical and organizational requirements, conceptual decisions, such as designing and implementing standards for the sharing and transfer of data, as well as the public policy decisions are enormous barriers that must be cover come.

A New Model: The Informationist

In order for these barriers to be overcome the joining of medical informatics and librarianship is a necessity. A recent article appearing in the U.S. journal *Annals of Internal Medicine* has proposed a new information professional, the informationist (Davidoff & Florance, 2000). Such an individual would bridge the gap between clinicians and patients and would be most closely modeled after clinical librarians, a practice developed in the 1970s. Informationist must understand both information science and clinical work. They must be experts in the practice of retrieving, synthesizing, and presenting medical information and in the skills of functioning as part of a clinical care team—skills that are usually acquired through an internship. These are skills which could evolve from the core knowledge of librarianship. In addition, the informationist model draws from medical informatics in that it requires the cultural adaptation of internship through which to gain the "deep understanding" of biomedical information systems. Furthermore, the model of the informationist draws upon medical informatics in its commitment to the development of a research agenda and to the design, evaluation and improvement of information systems. These tasks are not unknown to librarians, but generally speaking librarianship has seen itself primarily as a service profession, one whose research base is quite small and whose technical expertise relatively constrained.

Educational pathways

Educating professionals so that they are capable of assuming the role of informationist is essential if the informationist model is to survive beyond the proposal and discussion stage. The education of both groups—clinicians and librarians—has been the focus of several conferences over the past few years. Throughout the decade of the nineties, educating health professionals, including librarians, has been the focus of a number of review panels and conference in Great Britain (Palmer, 2000). These were paralleled in the U.S. In the early 1990s as part of its Long Range Plan, the National Library of Medicine convened a planning panel on the education and training of health sciences librarians. In 1999, the American Medical Informatics Association devoted its spring conference to informatics education (Staggers, 1999). And in April 2002, the Medical Library Association, with funding from the National Library of Medicine (NLM), held a two-day conference on the informationist, during which educational strategies were discussed.

Currently, there is no single pathway for preparing informationist. In a recent article, Harsh, a medical informatics professionals, stated "Library science and medical informatics have developed as intersecting fields with similar interests but significant divergences in scope and activity…. We now have an opportunity for the two field to work together" (Hersh, 2002). Detlefsen, a library educator specializing in health sciences librarianship, identified the various pathways for such collaboration to occur. The traditional preparation in North America for entry into librarianship is the master's degree accredited by the American Library Association. This is a usually a generalist degree, with limited opportunities for specialization in health sciences librarianship, except where this can be accomplished through collaboration with a local medical center. A second pathway is training programs in universities either with or without schools of library and information science; these universities can apply for training grants from outside agencies, usually the National Library of Medicine. Short, intensive courses such as those sponsored by the NLM at Woods Hole Marine Biological Lab, can be taken by both librarians and clinicians. Similarly, continuing education course sponsored by professional associations can provided intensive training to both groups. The benefit of the NLM programs however, is the exchange that takes place among participants of differing educational and professional backgrounds. An emerging model is distance education, in which educational providers make courses available through distance technology. Hersh describes one such program in a recent report (Hersh, et al., 2001)

The influence of medical informatics on librarianship, then, is the melding of these two fields into the informationist model. There is one additional issue--which is the ethics and values of a profession or practice. Medical informatics specialists perceive themselves as primarily trained in medicine—medical professionals with an overlay of information skills that are enhanced by technological fluency. Librarians concern themselves with knowledge about information *qua* information, its representation, structure and behavior. The librarian does not generally acquire domain knowledge as part of professional preparation. The informationist model provides a new opportunity for librarians and medical informatics to join together. Neither has an unequivocal claim to this territory and both possess unique contributions to make. The medical informatics specialist has the domain knowledge; the librarian excels in the information skills. The librarian has a long history of advocating for information democracy, for empowering the individual through access to information, and for ensuring the high quality information is delivered to the user, whether that user is patient, consumer or health professional. The medical informationist challenges librarians to further articulate these skills and to acquire the domain knowledge and cultural facility so as not to lose claim to this professional territory.

References

Abbott, A. The system of professions. Chicago: The University of Chicago Press, 1988.

American Library Association. (1992). Standards for accreditation of master's degrees in library and information studies. Chicago, IL: American Library Association.

Ball, M. J., Douglas, J. V., & Lunin, L. F. (1988). Informatics and education in the health professions. Journal of the American Society for Information Science 39(5), 344-347.

Bates, M. J. (1999). The invisible substrate of information science. Journal of the American Society for Information Science 50(12), 1043-1050.

Blois, M.S. (1986). What is medical informatics? Western Journal of Medicine 145(6), 776-777.

Bradley, J. (1996). The changing face of health information and health information work: A conceptual framework. Bulletin of the Medical Library Association 84(1), 1-9.

Collen, M. F. (1986). Origins of medical informatics. Western Journal of Medicine 145(6), 778-785.

Davidoff, F., & Florance, V. (2000). The informationist: A new health professional? Annals of Internal Medicine 132, 996-998.

Detlefsen, E. G. (2002). The education of informationists, from the perspective of a library and information sciences educator. Journal of the Medical Library Association 90(1), 59-67.

Evidence-Based Medicine Working Group. (1992). Evidence-based medicine: a new approach to teaching the practice of medicine. JAMA 268(17), 2420-2425

Frisse, M. E. (1994). Acquiring information management skills. Academic Medicine 69(10), 803-806.

Frisse, M. E., Braude, R. M., Florance, V., & Fuller, S. (1995). Informatics and medical libraries: Changing needs and changing roles. Academic Medicine 70(1), 30-35.

Funk, C. J. (1998). Evolving roles of life and health sciences librarians for the twenty-first century. Bulletin of the Medical Library Association 86(3), 380-384.

Giuse, D. A., & R. A. Miller. (1995). Potholes in the road to professionalism in medical informatics. Methods of Information in Medicine 34, 434-440.

Giuse, N. B., Huber, J. T., Kafantaris, S. R., Giuse, D. A., Miller, M. D., Giles, Jr., D. E., et al. (1997). Preparing librarians to meet the challenges of today's health care. Journal of the American Medical Informatics Association 4(1), 57-67.

Greenes, R. A., & Shortliffe, E. H. (1990). Medical informatics: An emerging academic discipline and institutional priority. JAMA 263(8), 1114-1120.

Hersh, W.R., et al. (2001). Implementation and evaluation of a medical informatics distance education program. Journal of the American Medical Informatics Association 8(6), 570-584.

Hersh, W. R. (2002). Medical informatics education: An alternative pathway for training informationists. Journal of the Medical Library Association 90(1), 76-79.

Humphreys, B. L. (2000). Electronic health record meets digital library: A new environment for achieving an old goal. Journal of the American Medical Informatics Association 7(5), 444-452.

Palmer, J. (2000). Schooling and skilling health librarians for an evidence-based culture. In F. C.Lynden & E. A. Chapman (Eds.), Advances in librarianship (pp. 145-167). New York: Academic Press.

Patterson, K. (2002). What doctors don't know (almost everything). The New York Times Magazine, May 5, 2002, 74-77.

Patton, G. A., & Gardner, R. M. (1999). Medical informatics education: The University of Utah experience. Journal of the American Medical Informatics Association 6(6), 457-465.

Sackett, D.L.(1996). Evidence-based medicine: what it is and what it isn't. British Medical Journal 312 (7023), 71-72.

Staggers, N., Gassert, C. A., & Skiba, D. J. (2000). Health professionals' views of informatics education: Findings from the AMIA 1999 spring conference. Journal of the American Medical Informatics Association 7, 550-558.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 135-115-E
Division Number: II
Professional Group: Health and Biosciences Libraries
Joint Meeting with: EAHIL
Meeting Number: 115
Simultaneous Interpretation: -

Democratizing Human Genome Project information: a model program for education, information and debate in public libraries

Miriam Pollack
Assistant Director
North Suburban Library System
Wheeling, Illinois, USA

In the United States we often use the expressesion, " there is good news and there is bad news." This is an apt expression for my topic today.

The good news is that the amount of information and access to that information available on any subject is growing exponentially. People can find out what is happening as it happens. This is particularly true in the areas of biological and health information. What is the latest research? How do I make a decision about medical services? How will the new medical developments affect me?

The bad news is the amount of information is overwhelming. Information resources are difficult to find and confusing to use. We get data, not knowledge to make decisions about our lives. But then there is more good news. We know that in our expanding roles as librarians we assist individuals in finding and teach them to use information. We all gain, the scientist when an informed citizenry understand the issues

Mapping the Human Genome project demonstrated that as librarians we can help whomever we serve – whether it is the scientists who are developing the information or a member of the public who is using the information. Public libraries can guide library users through the vast array of information and also provide opportunities for discussion and debate.

The biggest headlines about genetics were grabbed by Dolly the cloned sheep, but there's much more to the story than a wooly lamb. The real story is the discovery of the sequence called the human genome—the genetic map that tells us not only who we are, but also where we came from, and maybe even where we're headed.

Next year will bring two more major news events that are likely to put the genome and its implications back on the front pages. The final draft of the genetic sequence will be announced. 2003 marks the 50th anniversary of the discovery of DNA by James Watson and Francis Crick. Libraries of all types must start planning now for resources and programs that will help put our libraries on the genetic map.

The topic is ideally suited to public libraries as public forums. The issues are the kinds that libraries have always been best at exploring and explaining. They pull together science and philosophy, history and fiction, and require sifting and sorting information.

As journalist Steve Olson says in *Mapping Human History: Discovering the Past Through Our Genes*:

> "The story written in our DNA is one of great promise, not peril. Besides, it's one of the best stories you'll ever hear. It has adventure, conflict, triumph, and sex—lots of sex. It ranges from jungles to deserts to icy plains, across generations and thousands of years. It's the story of us, from our humble origins on the savannas of Africa to a position of unprecedented mastery over our own future."

My purpose here today is not only to present ideas for public library programs. But also, I would like to stimulate ideas for partnering among all different types of libraries to provide this important information to the public. Public libraries are ideal partners for any biological or health sciences library. In the United States, public libraries:

- Offer free access to ideas and information
- Serve the entire community as a center for reliable information
- Provide opportunity and encouragement for children, young adults, and adults to continually educate themselves
- Provide an open and non-judgmental environment in which people and their interests are brought together with the universe of ideas and information.
- Offer the practical information people need to improve their quality of life and to increase individual options in a complex society.
- Deliver information and education in a variety of formats via materials and programming.

The North Suburban Library System (NSLS) is a consortium of over 650 academic, public, school, and special libraries in the suburbs north of Chicago, Illinois in the United States. It is one of 12 Illinois library systems funded by yearly grants from the State of Illinois. The most important responsibilities of library systems are to promote library development and facilitate resource sharing among libraries.

Agencies of the United States government have supported the mapping of the human genome for over ten years. The U.S. Department of Energy (DOE) and the National Institutes of Health (NIH) have devoted 3% to 5% of their annual Human Genome Project (HGP) budgets toward studying the ethical, legal, and social issues (ELSI) surrounding availability of genetic information.

The North Suburban Library System received a grant from the Department of Energy to develop information and programming about the human genome project through public libraries. The grant included focus groups, acquisition of library materials, publishing of periodic newsletters, development of a Web site and programs for the public.

After the grant award was announced, the major local newspaper printed an editorial, entitled Sharing *the Knowledge*. It stated:

> Library…personnel should be praised for pursuing the grant and for their vision in recognizing a library's need to become a player in this …period of explosive genetic research.
>
> These exciting times will generate incredible scientific advances, as well as passionate discourse. It is good to know that our local libraries, repositories of the human condition, are playing a role.

Far from being too complicated or too esoteric and exotic, the libraries in the pilot project discovered that the topic has something for everyone. From secondary students in Elk Grove Village getting a visit from one of the people who works on the X-Files, a popular television program about alien life forms, to a family DNA Day in Highland Park, the project generated an enormous variety of program formats, topics, and audiences. Programs ranged from book discussions and film series to panels with medical experts, scientists, lawyers, ethicists, police detectives, linguists, philosophers—it's a topic that seems to generate debate and opinion, as much as facts and information. Presenters ranged from academics and scholars to sci-fi creators and puppets.

As Martha Nussbaum and Cass Sunstein, editors of *Clones and Cloning*, write in their introduction:

> "These questions can be posed by science, and science can give us real facts….Science, however, doesn't give us the answers to the ethical, political, social, and religious questions raised by cloning. These answers need to be worked out, ultimately, in the course of public debate. But the humanities and the social sciences can help us lay out the options in a clear way, and give us good arguments to ponder."

Participating librarians felt the need for background information . To talk about genetics, you have to talk about more than just science. It's part fact, part fantasy, a blend of cutting-edge discoveries and age-old questions. Questions like what makes a human life unique, how do we reconcile knowledge with belief, can we live longer, better, or even forever?

What exactly is the human genome and what does it mean for ordinary people? The genome—basically, the genetic material that makes a sheep a sheep and a human a human, so to speak—is a hot topic. Dolly was just the first of the headlines. Since then, there's been a steady stream of new discoveries, controversies, and revelations.

Since the announcement in June 2000 that the mapping of the genome was essentially complete, and something that had previously been mostly in the hands of scientists and laboratories was suddenly available for public consumption. Daily newspapers carried pages and pages of coverage and the news was widely compared to the landing of man on the moon. At the time, major issues of popular magazines pledged to devote entire upcoming issues to the topic. [*Nature*, Feb 15, 2001 and *Science*, Feb. 16, 2001, both accessible online: www.nature.com, www.sciencemag.com]

Several sites offer good background information for a range of audiences, from professionals on down to children. Some of these will take some searching to get just the information you want, but they're all worth a look. Look at the NSLS Genome Took Kit for the most up to date sites.

For an overview of the NSLS project, visit www.nsls.info/genome. The site offers background on the project, as well as four issues of an informative newsletter with articles, program listings at participating libraries, and annotated bibliographic information on books and films for collections and discussion series.

The participating libraries had to find the focus in each of their communities. This a vast subject, with almost as many subtopics as the number of genes in a typical genome (30,000 to 40,000, in case you were wondering.) One of your first tasks will be to narrow the topic down to areas that interest your patrons. The libraries in the NSLS pilot project used focus groups made up of selected patrons and partners to explore the topic.

As one of the participating librarians summed it up, "Find out what they want to know. Then get them what they need."

Twelve focus groups were held in the participating libraries. A group of library patrons were asked about their knowledge, feelings, hopes and fears about the human genome project.

Key issues that came up in every group:

- Moral and ethical implications of the Human Genome Project,
- Privacy of genetic information and the possible loss of insurance or employment,
- Using genetic information to "design" future generations,
- Ownership of the information and therapies derived from the project.

Some of the many questions asked by focus groups participants included:

- Could genetic information be a source of blackmail if someone gets your record?
- What is a pre-existing condition and what's not?
- Who owns the genome?
- Who is going to control and finance it?
- Can you replace genes? Where are we on this process?
- What will it do to evolution?
- Will it increase competition and stress if we're all alike?
- Who decides what kid is perfect?
- Is this against God's will?
- What is the underlying science in the Human Genome Project?
- Who will have access to the information?
- What if testing became mandatory or done without consent?
- Will neighbors be talking about your genetic code?

Types and kinds of topics relating to the HGP mentioned by the focus groups included:

- Knowing more about the science underpinning the genome project
- Privacy of genetic information, including implications for insurance or employment if someone knows your genetic predisposition
- Using genetic information to "design" future generations
- Who "owns" the genetic code and issues of private vs. government research
- Prospects for medical advancement

People will typically focus on the specific causes and concerns that apply to them. The job of the librarian is not only to listen, but also to translate these interests into programs that will have broad appeal. Most of the same techniques and principles that apply to library programming in general will still apply here.

While each participating library in the pilot project presented programs that were unique to their communities, some general trends and tips can be distilled from their collective experience:

- Involving a group of libraries—a system, a cooperative or service area, even a statewide project—can lead to sharing of resources and strengthen the overall effort.
- The fact that the Human Genome Project is in the news and likely to be back on the front pages in 2003 can help with publicity and coverage in the local media. Make sure your local newspaper knows your schedule of events so they can tie-in to hard news stories as they develop
- This is a serious issue, and it will take effort to build audiences. Partners such as senior centers or religious groups that provide "captive" audiences can be a real asset, as can media partners that help get out the word.
- A series of programs is a good approach to both build audience interest over time and allows you to tap into the many different facets of the topic.
- Getting off to a good, strong start will help immensely in sustaining momentum among library staff, audience and potential audience members, and the community at large.
- A creative approach to finding speakers can pay big dividends. Two of the most interesting programs resulted from recommendations from local science teachers that led to prominent and fascinating national speakers.
- Decide whether you're aiming for breadth or depth with certain programs. For example, programs that target specific genetic conditions—such as testing for predispositions to cancer or hereditary tendencies in racial groups—are much more likely to draw small audiences with a strong interest in the topic than general audiences. On the other hand, broad topics like DNA can be developed into programs for the whole family.
- Less might be more. Too many programs on too many topics with too many speakers can lead to too few people in the audience. You don't need to cover all the bases with this first series—explore a segment of the topic with a targeted audience, and if there's interest, add more programs to your next calendar of events.
- The topic is a natural for mixing seniors and young adults, often to good effect. The young adults are much more comfortable with the science, and the seniors often have a strong health interest. Libraries that drew these two groups to the same programs were surprised and pleased with how well the two combined.

- Support from the library administration is key. Not only will they understand the amount of time this type of programming takes, but also they can help facilitate partnerships with other organizations at the decision-making level.

Resources
Once you've got the basics in place, the single most important ingredient in programming of this type is developing a resource base to draw on for speakers, topics, information, and audiences. Local partners are a key ingredient in this mix, but there are lots of other things to stir in.

Local Partners
All of the libraries in the NSLS pilot project developed strong local partners. Examples of partners and their roles include:

- High schools and youth groups provided not only access to teens, but also the expertise of high school science teachers. Libraries reported generally increased library usage by students not only during the project, but subsequently.
- Senior centers are logical partners for many library programs, as they offer a built-in audience with flexible schedules and free time. In the case of genetic programming, they would seem most likely to be interested in programs that focus on medical benefits, but don't underestimate the breadth of their interest. They can prove to be excellent audiences for film series and book discussions on the larger ethical and social questions involved.

- Hospitals and health care agencies can provide information and speakers, and promote programs to their clientele.
- Universities are excellent sources for speakers who can explore the dimensions of the topic beyond the purely medical or scientific. Philosophical, legal, and historical approaches, as well as literary and artistic aspects, can lead to a much more varied programming approach.
- Membership groups, such as Rotary Clubs or Chambers of Commerce, are valuable assets in engaging the broader community.
- Religious or faith-based groups may have specific interests in the topic, but also offer access to community members and meeting space.

National Sources
The major issues that relate to the topic—science, health, law, history, philosophy—all have national and international organizations that can be helpful in providing information, and possibly speakers. Here's a partial listing to help you get started, but one of your best routes to these organizations may be through local contacts that happen to be members or attend national conferences, etc.

- Professional Organizations

(e.g., American Medical Association, American Bar Association)
For example, the American Medical Association home page (www.ama-assn.org/) is a good place to start. A search with simply the term "genome" turns up a concise, 5-page article in reprintable form titled "Implications of the Human Genome Project for Medical Science" (http://jama.ama-assn.org/issues/v285n5/ffull/jsc00413.html). The article is coauthored by

Francis Collins, who led the HGP research, and while it dates from February 2001 and appeared in a medical journal, it is an excellent readable and current outline of the issues.

- Health and Science Education Organizations

The National Science Teachers Association holds an annual conference and lists speakers and their bios on their website. (http://www.nsta.org/conventionsupport&record_id=27&Meeting_Code=2002SND)

Other organizations for the teaching of science that can be helpful with both topic and speaker ideas include the National Center for Science Education (www.natcensied.org) and the National Association of Biology Teachers (www.nabt.org).

The NSLS website has descriptions and links to sites that focus on genetic conditions and additional educational resources. www.nslsilus.org/genome/resources.html

- Media

National magazines like *Science* and *Nature* have fully searchable websites and have devoted extensive coverage to the topic of the human genome. See especially:
Nature, Feb 15, 2001, www.nature.com/genomics/, and
Science, Feb. 16, 2001, www.sciencemag.org/content/vol291/issue5507/
The *Nature* site in particular has a wealth of information and links to additional sources.

The New York Times website (www.nytimes.com/library/national/science/genome-index.html) has a separate section on the project that includes an index of articles, as well as a video, interactive images, an online discussion forum, and extensive links.

The NPR radio feature, *Science Friday* with host Ira Flatow, has several archived audio files of programs they've aired on the topic. www.sciencefriday.com/pages/genes.html

The Discovery Channel presented *The Real Eve*, a documentary produced by Paul Ashton on the increasingly accepted DNA-based research that all humans alive today are descended from a common female ancestor living in Africa about 150,000 years ago.
http://dsc.discovery.com/convergence/realeve/realeve.html

- Government

The two main federal United State sites are the agencies that partnered in the publicly funded effort to sequence the human genome. Both sites have extensive information and links for public education, as well as more technical information for scientists.

Department of Energy Human Genome Project Site
www.ornl.gov/TechResources/Human_Genome/home.html

National Human Genome Research Institute
www.nhgri/nih.gov

- University-based Projects

Many U.S. and foreign universities have genome-related projects with public education components that reach beyond their local communities. For example:

"The Human Genome Project: Progress, Problems, and Prospects," a panel presented by Northwestern University in April 2002 is available via an archived web cast (www.northwestern.edu/science-outreach.genome). A discussion by a panel of experts "in plain English, for non-scientists" on the medical, ethical, and legal implications of the project, the webs cast offers a chance to hear and see what this type of program is like.

The High School Human Genome Program at the University of Washington (www.hshgp.genome.washington.edu) provides professional development in the field of DNA sequencing and genomics for high school teachers, primarily in the Seattle area. But through their website and a summer institute, they also offer virtual resources for developing DNA sequencing units for classrooms in their communities.

This website—www.biology.arizona.edu/--is recommended by high school science teachers who worked with the NSLS Human Genome Project libraries as one with good interactives on DNA and other human genetics topics.

Speaker Referrals
Finding the best speakers is a combination of resources, research, luck, and geography. The NSLS libraries often found the best speakers through recommendations from their partners. For example, high school and college-level science teachers can sometimes suggest a dynamic speaker they heard at a professional meeting or conference, or a local doctor or professor may know of a colleague who is an expert in the field.

Local speakers are often the best choice, not only because of cost, but also because their connections and commitment to the community may enhance their effectiveness. But don't limit yourself exclusively to local presenters. If you present a series of programs, you may find that a nationally known speaker or author is a great way to draw attention and end up with bigger audiences for all your programs.

Collections

Popular and "Real" Science

Powers, Richard. *The Gold Bug Variations*. Harper Perennial, 1992. Voted the #1 novel of the year by *Time* magazine in 1991, it predates the factual decoding of the genome but explores a librarian's obsession with the secrets of genetic coding in a story with love and music, as well as science and sleuthing.

Simon, Anne. *The Real Science Behind the X-Files: Microbes, Metorites, and Mutants*. Simon & Schuster, 1999. Simon, a university professor who worked as an advisor to the television series, offers an episode-by-episode glimpse into the science behind the scenes.

Carina, Dennis & Gallagher, Richard. *The Human Genome*. Palgrave: St. Martin's, 2002. A concise overview to help the lay reader understand the human genome—the basics of DNA, genetics, and the Human Genome Project—edited by two of the editors of *Nature* magazine.

Bios and Background to the News

Davies, Kevin. *Cracking the Genome: Inside the Race to Unlock Human DNA*. Free Press, 2001. Documents the public-private competition between Francis Collins and J. Craig Ventner, bringing both the scientists, and the science, to life.

Weissmann, Gerald. *The Year of the Genome: A Diary of the Biological Revolution*. Times Books: Henry Holt and Company, 2002. In a series of reflections on events relating to the human genome from mid-2000 through 2001, the book offers a literate and wide-ranging reflection on the breaking news stories.

History and Commentary

Nussbaum, Martha C., and Sunstein, Cass R. *Clones and Cloning: Facts and Fantasies about Human Cloning*. W. W. Norton, 1999. The collection includes essays by Stephen Jay Gould, Andrea Dworkin, and other provocative pieces in sections entitled Science, Commentary, Ethics and Religion, Law and Public Policy, and Fiction and Fantasy.

Olson, Steve. *Mapping Human History: Discovering the Past Through Our Genes*. Houghton Mifflin Company, 2002. Tracing the beginnings of mankind as explained by the mapping of the human genome, this sweeping panorama of the globe offers a basis for discussing both our commonality and variety as humans.

Sample Programs

While the libraries in the pilot project planned and presented their own programs, NSLS cosponsored a kickoff event for all the libraries in the system. "What Does the Human Genome Project Mean for You and Your Family" was a panel discussion moderated by Chicago Public Radio host Mara Tapp and featuring a mix of legal, medical, and scientific voices on the ethical, social, and legal implications on the project. The program was held on a weekday evening at the North Shore Center for the Performing Arts in Skokie and drew an audience of 350 people.

Other system-wide resources included speaker referrals, a website, and regularly published newsletters, all available at the project website, www.nsls.info/genome.

Family Programs

Highland Park Public Library hosted a Sunday afternoon "DNA DAY" for families with children ages 5 and up featuring science stations to explore the mysteries of DNA, genes, the Human Genome Project, genetics, and more with hands-on fun and experiments. It was so successful, the library decided to make it an ongoing event at least every other year. "We'd do it every year, except it takes a TON of staff time," according to librarian Gail Juris.

Two of the participating libraries partnered with Health World Children's Museum, which created Human Genome Discovery Boxes for use at the museum and both libraries. The boxes include charts, posters, models, books, interactive activities, games and written materials with

activities and resources for individual to take home. For more information, visit the museum website, www.healthworldmuseum.org.

Book Discussions

Winnetka-Northfield Public Library held a book discussion series with the following titles:

Ridley, Matt. *Genome: the Autobiography of a Species in 23 Chapters.*
Pollen, Daniel A. *Hannah's Heirs: the Quest for the Genetic Origins of Alzheimer's Disease.*
Beck, Martha Nibley. *Expecting Adam: a True Story of Birth, Rebirth and Everyday Magic.*
Drabble, Margaret. *The Peppered Moth* (fiction)
Reilly, Philip R. *Abraham Lincoln's DNA and Other Adventures in Genetics.*
Henig, Robin Marantz. *The Monk in the Garden: the Lost and Found Genius of Gregor Mendel, the Father of Genetics.*
Wexler, Alice. *Mapping Fate: A Memoir of Family, Risk and Genetic Research.*
Sykes, Bryan. *The Seven Daughters of Eve: The Science That Reveals Our Genetic Ancestry.*
Andrews, Lori B. *Future Perfect: Confronting Decisions About Genetics.*

Several other libraries held book discussions as well, with Matt Ridley's *Genome* being among the most popular titles.

Panels

Panels were often used to present various sides of the issue, ranging from legal, social, medical, ethical and humanistic concerns. Panelists were typically drawn from local universities, hospitals, museums, law firms, etc. A moderator, such as the science editor of a local paper or radio personality, can help keep the discussion moving and also draw an audience.

Skokie Public Library presented a two-person panel, "Genes and Genealogy: Where Have You Been?", exploring the parallel evolution of the human genome and the development of language associated with the migrations of mankind. The presentation combined anthropology, linguistics, psychology, ecology and evolution.

Lectures

Subjects of lectures and informal talks included:

A Century of Genetics: From Mendel to the Genome
Jewish Genetic Disorders
Are You at Risk for Cancer?
The Human Genome Project and Its Impact on Seniors
Carrier Screening: We Are All Mutants

One of the partners of the Gail Borden Public Library District in Elgin was the community college, and a biology professor at the college recommended a speaker he had heard at a conference, Dr. Sam Rhine. Rhine, who directs the Genetic Education Center in Indianapolis presented a lecture, "The Human Genome Project: A Glimpse Into 21st Century Technology," that turned out to be the library's most well attended adult program of the year.

Several libraries offered a program titled "Solving Crimes with DNA," presented by Ron Fridell, author of *Solving Crimes: Pioneers of Forensic Science*.

Youth Programs

The Elk Grove Village Public Library partnered with Elk Grove High School to present two programs with Dr. Anne Simon, science advisor to the television series, *The X-Files*. Librarian Lisa Malinowski and science teacher Deb Conners were brainstorming ideas when Conners mentioned a book written by Simon that one of her students had read and raved about. Malinowski contacted the author, who agreed to present programs both at the high school and at the library on "The Real Science Behind The X-Files." The students also participated in a creative writing contest, submitting fiction and poetry.

In general, Conners suggests that programs that emphasize nontraditional subjects and "real" experiences will appeal to high school students. "I teach a crime science class that's very popular," Conners says, "but not every high school has classes like this. If libraries bring in things like local law enforcement agencies that work with science and crime, I think kids would come." Another idea from Conners is to develop a summer school class on the chapters from the *X-Files* book.

Film Series

Northbrook Public Library presented a film and discussion series, "Genetics in Cinema" with films including:

- *Gattaca*
- *Island of Lost Souls*
- *Twilight of the Gods*
- *Jurassic Park*

Tools: Planning Checklist

As you start to plan a library series on this or any topic, you'll find that programs with clear goals are the easiest ones to produce. At the same time, programs with goals that serve various aspects of the library's mission—for example, ones that cross several departments, capitalize on assets in your community, and are timed to coincide with other themes or projects—will be popular and easier to promote. Finding strong connections between related goals will build the most successful programs.

- Audience goals
  - Identify your target audience: demographics, interests, new users?
  - How many: space limits, how to maximize?
  - Why this audience: prior indication of interest?
  - What do you know about their current level of knowledge?

- Topic/collection goals
  - Are you focusing on pure science?
  - Medical/health issues?
  - Legal and ethical concerns?
  - Historical context, such as common racial origins?
  - Is there an area of the collection that you want to emphasize or build?
  - Themes that relate to other library or community programming?

- Community goals
  - What issues/agendas are primary in your community?
  - What partner organizations share some of your goals?

Program goals
  Specifically, what do you want the program to accomplish:
    Inform people?
    Draw attention to the library as a resource?
    Provide a forum for discussion in the community?
  How will the library benefit?
  How will you be able to continue/maintain the programs?

Tools: Partnership Checklist

Libraries in the pilot project reported varying degrees of satisfaction with individual partnerships, but all agreed that the best partnerships produced the best programs.

Make a list of organizations that

- share the same goals as the project
- bring something to the project that you don't have
- want to reach your project audience
- might benefit from the project

Get ideas from other library staff for possible partner organizations—consider businesses, as well as nonprofit groups and individuals.

The following outline can help both you and the partner understand the relationship:

- *Briefly* brainstorm the answers to these two questions to focus your thinking about the roles of the library and partner:
  - What strengths does the library bring to the project?
  - What strengths does the partner bring to the project?

- Discuss and list possible responsibilities/tasks for the library and partner:
  - What are the primary responsibilities of the library in the project?
  - What are the primary responsibilities of the partner in the project?

- Consider how activities will be divided:
  - Which responsibilities are shared?
  - How will these be coordinated?

- Create a "job description" for each agency (the library and each partner) that can serve as a sort of "operating agreement" between the organizations.

The Future?

The future for the genome project and its impact on all of us on the planet is breathtaking. As libraries we can partner with each other and provide the information that all people need to understand the basic concepts, find resources and make decisions.

The toolkit we put together is just a beginning. I hope that this site can become an international site with examples of resources, ideas and library services provided by library institutions all over the world. Please send your information to me and we can create a more useful site for all of us.

68th IFLA Council and General Conference August 18-24, 2002

Code Number: 127-117-E
Division Number: VI
Professional Group: Library Buildings and Equipment
Joint Meeting with:
Meeting Number: 117.
Simultaneous Interpretation: -

Wise philanthropy: the Carnegie Corporation and libraries of the British Commonwealth in the 1920s and 1930s

MAXINE K. ROCHESTER

Abstract:

This paper reviews the grants for library development made by the Carnegie Corporation of New York (CCNY) under the British Dominions and Colonies Fund in the 1920s and 1930s to Canada, South Africa, New Zealand and Australia. Although these grants were comparatively small compared to the CCNY grants for library development in the United States, they had an enormous impact. The wisdom the CCNY displayed in their grant making will be examined in more detail.

Carnegie Corporation Library Program

The American philanthropist Andrew Carnegie set up the Carnegie Corporation of New York in 1911 with an endowment of $125 million. This foundation funding was large, over two billion dollars in today's figures. The aim of the Corporation was "to promote the advancement and diffusion of knowledge and understanding among the people of the United States." The trust was to continue the philanthropic work of Carnegie in the United States, the UK and the British Dominions and Colonies. In 1913 a separate fund was set up for the United Kingdom, with headquarters there. A fund of $10 million was set aside for the British Dominions and Colonies, administered alongside the CCNY funds from New York. The term 'Dominion' was used for the self-governing countries of Canada, South Africa, Australia and New Zealand. They were former British colonies, now self-governing in internal affairs.

The philanthropic gifts of Andrew Carnegie had favoured libraries from the beginning. He provided public library buildings in USA, UK and the British Dominions from the late nineteenth century. In the British Dominions the number of buildings was: Australia - 4, Canada - 116, New Zealand - 18, South Africa - 12, and a few in the colonies. After the formation of the CCNY, grants shifted to the provision of library education, books for college libraries, demonstration library services and support for library associations.

With the onset of World War II in 1939, the overseas programs of the CCNY slowed down, and virtually ceased after 1942. The income was conserved until after the war. By then the attention of the British Dominions and Colonies Fund had shifted to the social science area, as had the attention of the CCNY.

Keppel's Presidency 1923 - 1941

Andrew Carnegie served as president of the Corporation from 1911 until his death in 1919. In 1923 Frederick Paul Keppel became president as a paid chief executive, a position he retained until 1941; during this period he dominated the Corporation's activity, mainly concerned with cultural philanthropy. Keppel (1875-1943) had had a career in publishing, university leadership and the federal civil service. Grants, usually modest, went to programs in the areas of adult education, museums and libraries, art and music. A recent assessment of the CCNY says that decision-making about grants during Keppel's presidency was directed more by hunch, coincidence, opportunity, friendship, and a wish to help than by clear, specific, consistently applied 'scientific' goals or principles.

The trustees of the Corporation through Keppel designed programs to popularise access to culture without 'debasement'. Reflecting the attitudes of the trustees, predominantly older males, white, and protestant and from privileged backgrounds, this culture was 'high' in the Western European tradition.

The British Dominions and Colonies Fund

The programs supported by the British Dominions and Colonies Fund in Canada, South Africa, New Zealand and Australia during the time of Keppel's presidency followed the pattern of those within the United States, with an emphasis on cultural diplomacy. Grants went to adult education, libraries, support of library associations and education for librarianship and also to collections for college and university libraries. The aim of the CCNY projects was to provide successful demonstrations and projects so that local, state and federal governments would continue them with the support of taxpayers. Usually some financial support or matching funding was required before CCNY grants were released.

Between 1912 and 1927 almost all the grants from the British Dominions and Colonies Fund were allocated to Canada. Then in the period 1927 to 1942 the program was extended to Africa, Australia and New Zealand, then the West Indies and other colonial areas. Before the CCNY could act, more information had to be gathered. Visiting experts in various Carnegie interest areas were sent to the Dominions to make reports.

Library Surveys

There were detailed reports commissioned by the CCNY on the library situation in South Africa, New Zealand and Australia. In South Africa two outside experts, S.A.Pitt from Glasgow Public Library and Milton Ferguson, State Librarian of California, carried out a survey and published separate reports in 1928. In Australia and New Zealand a survey of library conditions was carried out by Ralph Munn from the Carnegie Library of Pittsburgh and Ernest Pitt of the Public Library of Victoria for Australia, and John Barr of the Auckland Public Library for New Zealand in 1934. We can think of the visiting experts as external change agents, invited from outside the country to suggest necessary changes to librarianship and the library profession. They brought a fresh perspective to local librarianship and as outsiders had no vested interests in the *status quo*.

In Canada three Canadians carried out their own survey in 1930, with CCNY funding. Many Canadians had already studied at American library schools and Canadian librarians belonged to the American Library Association. The Canadians already had the opportunity to receive fellowships for study at library schools or to carry out research projects through the program funded by the CCNY during the 1929-1942 and administered by the American Library Association. At the time of the survey the CCNY was already funding the Fraser Valley demonstration rural library service on the Pacific coast, and the survey report recommended a similar demonstration of a provincial library service in Prince Edward Island on the Atlantic coast. This recommendation was followed.

The large grants from the British Dominions and Colonies Fund for library projects in the Dominions of Canada, South Africa, New Zealand and supported public library development. In South Africa major funding through the State Library, Pretoria was aimed at the provision of rural library services. In Australia a smaller grant went to support a campaign for Free Library Services, which did not bear fruit until after World War II. In New Zealand the grants supported an innovative rural library and adult education service in the South Island of New Zealand. The grants to Canada funded demonstrations of rural library service, in the Fraser Valley in British Columbia on the west coast and in Prince Edward Island on the east coast.

For Carnegie Corporation programs in the Dominions local advisory committees were set up to oversee projects and advise the Corporation on small grants, including suitable recipients of travel and study grants. The CCNY transferred the funds to the institution or committee responsible for the projects.

Travels in the United States

To prepare the local personnel in Canada, South Africa, New Zealand and Australia to carry out the CCNY library projects there were grants for study and travel in the United States and Europe. The Carnegie fellows were either identified as key people for Carnegie projects by the CCNY experts and surveyors, or later chosen by the local Carnegie committees in the Dominions. When Harvey Branscomb was asked by the Corporation in 1943 to judge the effectiveness of the grants from the Special Fund for the British Dominions and Colonies, except for the grants to Canada and Newfoundland, he identified the travel grants and study fellowships as providing the greatest benefit.

The new conception of libraries and librarianship which the South Africans, Australians and New Zealanders brought back after their study and observation trips, particularly in the United States, was applied in their own libraries, in their teaching, and promoted through the library associations. Many Canadian librarians had already been exposed to this conception of libraries and librarianship, because of the proximity of their country to the United States. The refocussed role for libraries comprised the following elements:

1. The idea of the library as a collection of materials, organised both intellectually and physically for access by users;
2. The concept of the library as an educational institution;
3. It was a public responsibility to provide access to organised information;
4. The conception of librarianship as a profession, with the need for professional education.

University Libraries

In the Dominions the CCNY followed a similar program of library development as in the United States, where the Carnegie Corporation ran a major program to improve college libraries. In the British

Dominions funds also went to improve university library collections. In most cases the Carnegie Corporation thought it necessary to first expose the chief librarians to modern conceptions of college librarianship and collection building. Three New Zealand University College librarians, several university librarians from South Africa, and one from Australia had studied at American library schools.

In Canada the university libraries received funds to build collections also, but as the librarians were well qualified and experienced and had already been exposed to current conceptions of academic librarianship there was no need for them to study librarianship abroad.

To improve the university libraries the CCNY made direct grants to the universities which were to be spent on buying books and serials recommended by the local university librarians and library committees. This was begun in Canada from 1931, and the same policy was followed in South Africa, New Zealand and Australia. In New Zealand the grants offered to the four university colleges were $5,000 a year for three years, with the possibility of extension. These grants were larger than the annual book budget for any of the colleges. The selection of the colleges in the United States which received library grants from the Corporation had been highly competitive. The Carnegie Corporation hoped to influence the administrators of other colleges to improve their library services by showing the role a good library could perform in a college. In the Dominions the CCNY was not so selective in its grants; for example, all four university colleges received grants in New Zealand.

Public Libraries

As in the area of university libraries, CCNY grants for public library programs in the dominions followed similar interests to the United States. One initiative used was setting up demonstration rural library services. In Canada the CCNY funded two demonstrations of rural library services in the period 1929 to 1936. The Fraser River Valley Regional Library was unique, in that it brought together fifteen separate local governing and taxing authorities. The Prince Edward Island Libraries gave province-wide library service. As well as the demonstration libraries receiving continuing support by local taxpayers, taxpayers supported new regional libraries on Vancouver Island and in the Okanagan Valley in British Columbia and a new provincial library in Nova Scotia on the east coast of Canada. CCNY seed money helped them get started. The demonstrations had shown that there was enormous book hunger in the rural areas, and that once a library service sufficiently financed and of an adequate population base was trialled, the citizens were willing to pay for such a service through their taxes.

In New Zealand a unique initiative already begun by a Canterbury University College professor of a travelling library and adult education service to the rural areas of the province of Canterbury was combined with a home science project initiated by a University of Otago professor in the province of Otago to form the Travelling Library and Home Science Project. A grant of $102,500 was received for a five-year project 1929-1934. The whole of the South Island of New Zealand was covered. This project continued as the Association for Country Education after the demonstration period ended.

The local committee formed to advise the CCNY on their grant giving in New Zealand had a survey carried out of a rural area, at Taranaki in the North Island of New Zealand in 1936, aiming to set up a demonstration rural library service modelled on the Fraser Valley demonstration of rural library services in British Columbia in Canada. However the Labour government in power in New Zealand would not approve a grant from the CCNY, so the CCNY funds went instead in 1938 to the New Zealand Library Association, a grant not requiring government approval. The New Zealand government itself established a Country Library Service to provide books throughout country areas in New Zealand. The National Library of New Zealand evolved from the Country Library Service. Once again a CCNY project had been adopted by government.

In South Africa the CCNY made a large grant in 1933 to the State Library in Pretoria. The State Library was to set up a rural library service throughout South Africa, encourage free public library services, and became a bibliographic centre for South Africa. Each of the four provinces was encouraged to set up their own rural services, and as this occurred from 1942, the State Library relinquished its rural library responsibilities.

Although many projects supported by Carnegie funding were similar in all the Dominions and followed the pattern already established in the United States, some were unique to fit the circumstances of the individual dominion country. One such unique project was the provision of Non-European Library Services in the four provinces of South Africa. These provided the first library services for Black South Africans, and led to provision of public library services for them.

Professionalisation of Librarianship

The CCNY provided support to increase the professionalisation of librarianship in the British Dominions: through establishment or upgrading of library associations, and the provision of education for librarianship.

Education for Librarianship

In the United States the CCNY gave grants to library schools and also scholarships for library educators to upgrade their qualifications. In the British Dominions the CCNY grants followed a similar pattern, adapted to the level of development of the particular dominion. In the case of Canada the CCNY provided money for the upgrading of the library school at McGill University. Summer schools had been held by the library of McGill University since the early twentieth century, and in 1927-28 a grant of $134,300 from the CCNY enabled a diploma course to commence. In 1930 this became a graduate library course awarding the Bachelor of Library Science, and received accreditation from the American Library Association in 1931. This was the first library school in Canada.

In South Africa there was a local initiative at the University of Cape Town. After R.F.M. Immelman returned from study at Columbia University and visits to leading library schools in North America and Europe, the library set up a course of one-year full-time study, or equivalent part-time, in the university library. Matriculation students were admitted, but graduates were preferred. It was the first library school in South Africa. Lectures, discussions and problems formed the basis of instruction as at Columbia University. The subjects studied also followed the Columbia model.

Library Associations

Library associations were set up in two dominions, Australia 1937 and South Africa 1930, with British Dominions funding. The South African Library Association was a new organisation, with open membership. The Australian Institute of Librarians was set up in 1937, allowing only professional membership. The Libraries Association of New Zealand which already existed was reorganised, to provide for individuals to be members with full voting powers and the right to hold office, and renamed the New Zealand Library Association in 1935.The associations lobbied for free library services, published journals, and organised conferences.

They also became qualifying associations, setting up curriculums and examinations modelled on [British] Library Association lines for preparing librarians. The Australian Institute of Librarians formed a Committee on Standards and Training, which planned a syllabus, and two-level qualifications based on those of the Library Association; the first examination was held in 1944. The New Zealand Library Association began correspondence courses in 1941 for its Children's Librarians' Certificate Course and in 1942 for a general certificate course. These courses ceased in 1946 when a school of librarianship was set up in the Country Library Service. It was headed by an American library educator and offered a graduate diploma course on the American pattern. In South Africa British precedents were also followed. The South African Library Association started correspondence courses for its own examinations in 1933. The Association held a two-weeks' library school in Durban in 1931, and this became a regular event. Gradually schools were established in universities.

American Influence

The influence of the United States in Canadian librarianship was marked because of its proximity to the United States. Canadian librarians had provincial library associations, but a national Canadian Library Association operated only from 1946. Canadian librarians joined the American Library Association, and conferences were held in Canada. Canadians studied librarianship at American schools, until the one at McGill University became a graduate library school in 1930, and one was established at Toronto University.

American influence was not as marked in Australian librarianship in the period of the 1920s and 1930s, as changes brought about by Carnegie Corporation funding came later. In South Africa there was European and British influence from the librarians who came to work in South African libraries. This was to be intermingled with American influence after the Carnegie grants. In New Zealand there was a marked American influence. However in all the dominions there was an intermingling of ideas from overseas countries, together with local initiatives and adaptations.

The new conceptions of libraries and librarianship coming from the United States were accepted. Library collections were organised both intellectually and physically for access. Thus the adoption of the Dewey Classification Scheme, and the Library of Congress Classification Scheme in some academic libraries, together with the Anglo-American Cataloguing Rules, was accelerated in the four dominions. The educational role of public and college libraries was emphasised. Communities assumed responsibility for providing access to information. Librarianship was recognized as a profession, with the need for professional education. These changes had been brought about by fellowships to study and travel in the United States and national surveys of libraries in the four dominions, demonstration library services in Canada, funding to support library associations in three of the dominions, support of library education, and strengthening of university library collections. The CCNY British Dominions and Colonies Fund had made this possible.

Wise Philanthropy

In seeking to improve the standards of librarianship and library services in the four British Dominions the CCNY followed procedures now recognised as best practice in bringing about library development.

For the library surveys carried out to gather information on the current situation and recommend changes to bring improvement the Corporation chose leading international and local librarians.

It was local librarians who were prepared by study in American library schools and travel to selected libraries in the USA, UK and Europe, to take a leading role in bringing about change in library services. There was an emphasis on locals, not overseas experts. These librarians to study abroad were carefully selected and the ground prepared for them to play an effective role on return home. Thus important administrators to whom librarians reported were sent overseas for short travel trips to see the possible roles that library services could play.

The grants for university library collections were contingent on the newly returned librarians having adequate library buildings to house these collections and also having academic status and membership of administrative committees within their universities.

The grants for public library services needed matching funds from governments at various levels: national, provincial and local. The CCNY's aim was to change government policy to support public library services.

The CCNY also aimed to continue the process of change after their grants had ended. So there were grants for setting up professional library associations in Australia, New Zealand and South Africa. The associations held conferences, published journals and lobbied governments. There was also a major push to set up local education courses for librarians, and the overseas returned librarians played a major role in teaching.

The CCNY library experts gave good political advice to their overseas students. The advice given by William Warner Bishop, and later Ralph Munn, to their Australian and New Zealand students had the political realities of their home situation in mind. They warned the young students of the strong British bias they would encounter when they returned home. Australians and New Zealanders were said to be more British than the British, and there existed a strong British cultural imperialism. Ideas known to have come from America would not be welcome. C. Collins from Canterbury University College recalls that "we all wanted to go to England to find precedents." In England Collins visited the University of Reading Library, which used the Library of Congress classification, and was then able to go home and say, "they do it at Reading," and not be so quickly dismissed by the members of the University Council when he wished to adopt the Library of Congress classification scheme for the library. Ralph Munn gave political advice to two New Zealand students who received CCNY grants to study children's librarianship at the Carnegie Library School in Pittsburgh; he told them to go to Canada to find examples of good library service which could be quoted in New Zealand. They visited the Boys and Girls House of the Toronto Public Library, where high standards of American children's library services had been adopted.

The projects chosen for support in each of the four countries suited the local situation; for example, country library services in Canada, the Non-European Library Service in South Africa. The CCNY always encouraged setting up local committees of librarians and administrators to oversee these projects, and to advise on further funding. These local groups also advised on suitable people to receive study and travel grants, both abroad and locally. The CCNY also chose the librarians to oversee these projects very carefully. In all cases they accomplished the objectives of the projects, so that they continued with local support. They also stimulated further developments along the lines of the original projects.

Library users made a ready response to the provision of new library services with good library collections. Use of academic libraries jumped, there was found to be a book hunger among rural people, and city libraries were crowded with adults and children. Selection of library materials was linked to reading interests of the local population.

Conclusions

An analysis of the Carnegie Corporation aid program for libraries in Canada, Australia, New Zealand and South Africa in the 1920s and 1930s shows the expertise that the Corporation brought to these programs. An essential prerequisite to planning is a survey of libraries to establish current structure and the quality and quantity of library services. There needs to be investment in the education and training of professional and non-professional staff to carry out development plans. A major contributor to library development is a strong professional library association which can increase its influence by associating with national library agencies.

To increase the supply of skilled library personnel the CCNY preferred to develop the skills of local nationals. The task of library development in the dominions was accomplished by locals. The quickest way to increase the supply of skilled library personnel was to bring people from the Dominions of South

Africa, Australia and New Zealand, and a few from Canada, to study in the United States. Then the Carnegie Corporation grants to the library associations in South Africa, Australia and New Zealand increased opportunities for the study of librarianship within the Dominions. The Corporation funded special library development programs appropriate to each Dominion.

The planning and implementation of the CCNY aid program in each of the four Dominions was wisely done to bring improvements in libraries and librarianship, and was judged to have achieved its objectives, so funding moved to other areas.

Sources

The following publications by Maxine K. Rochester, and references contained therein, provide supporting documentation for this paper.

"The Australian and New Zealand Response to CCNY Grants for Library Development," *New Zealand Libraries* 43 (September 1981): pp. 109-113.

The Revolution in New Zealand Librarianship: American Influence as Facilitated by the Carnegie Corporation of New York (Halifax, Nova Scotia: School of Library and Information Studies, Dalhousie University, 1990).

"Refocussing the Role of Libraries in Australia: Carnegie Corporation of New York Grants, 1923-1961." in *Libraries and Life in a Changing World: The Metcalfe Years, 1920-1970* W. Boyd Rayward, ed. (Sydney: School of Information, Library and Archive Studies, University of New South Wales, 1993), pp.138-155.

"Bringing Librarianship to Rural Canada in the 1930s: Demonstrations by Carnegie Corporation of New York", *Libraries and Culture* 30 (Fall 1995): pp. 366-390.

"American Philanthropy Abroad: Library Program Support from the Carnegie Corporation of New York British Dominions and Colonies Fund in the 1920s and 1930s", *Libraries and Culture* 31 (Spring 1996): pp. 342-363.

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 169-118-E
Division Number: VII
Professional Group: Library and Information Science Journals
Joint Meeting with: -
Meeting Number: 118
Simultaneous Interpretation: -

Testing Article Quality in LIS Journals: The Search Continues

Philip J. Calvert
and

G.E. Gorman
School of Information Management
Victoria University of Wellington

Abstract

During the first half of 2000 a pilot project on library and information science (LIS) journal quality was undertaken in the Asian region for the IFLA Round Table on Library and Information Science Journals (RTLISJ). It showed that a simple but effective methodology could be used to determine the most commonly acepted criteria for evaluating LIS journal quality, the success or otherwise of LIS journals in meeting those criteria, and some critical factors that could improve the quality of those journals. The present project, developed on the basis of the pilot study, is examining a selective random sample of LIS journals from around the world to determine their quality using the criteria devised and tested in the pilot study. This paper reports on the findings to date, which are currently being completed and remain to be compared with the views of editors and editorial board members on the quality of their respective journals. Preliminary findings suggest that independent qualitative assessment of journal content does not match the perceptions of those intimately involved with controlling this content.

Introduction

We are all familiar with the traditional approach to measuring journal 'quality' against quantitative measures such as circulation, total number of pages per volume, number of times cited in the literature, coverage by indexing services, etc. Such approaches have been firmly embedded in our profession since the important work by Eugene Garfield on citation analysis, and continues almost unquestioned down to the present day, as for example in the recent paper by Ronald Rousseau, which states in part, 'perhaps this overview will inspire fellow scientists to construct an overall model explaining observed citation scores, and hence lead to a better understanding of their role in institutional and national evaluations'. (Rousseau 2002) This is despite other work which questions the real value of quantitative measures in determining the quality and usefulness of journal literature, as raised in some of the studies by Altmann and Gorman (1999).

This investigation is based on the premise that, while these measures are perhaps appropriate for determining 'leading' journals or for ranking journals within a discipline, they are clearly lacking when it comes to determining the intrinsic quality of individual journals. It adopts a more qualitative approach to understanding journal quality based on perceptions of key stakeholders – in particular readers, editors and editorial board members. The intention is to help establish standards of excellence among LIS journals, so that they can become more effective channels for the communication of theory and practice to the various information professions within LIS.

The pilot research project in 2000, undertaken on behalf of IFLA's Round Table of Library and Information Science Journals (RTLISJ), followed a presentation by one of the investigators at IFLA Bangkok which sought to establish general criteria for assessing journal submissions from Asian authors. (Gorman 1999) That paper suggested that quantitative measures were perhaps unsuitable for evaluating the qualitative factors that contribute to journal excellence. Following that presentation, the pilot study of journal quality took a more qualitative approach to understanding journal quality based on perceptions of key stakeholders – the editors, referees, editorial board members and impartial readers. The specific target of the study was Library and Information Science (LIS) journals published in Asia.

Essentially, this study was meant to be a pilot project for a more broadly based international investigation of journal quality. There is a widespread view that LIS journals around the world are of somewhat uneven quality, that they do not meet a common set of standards of excellence, that there may not even be such a set of standards, that journals in developing countries in particular might benefit from better understanding of quality, and that all such journals can become more effective channels for the communication of theory and practice to the various information professions within LIS.

'Improved journal quality' must take into account the reality that contributors to journals write for a variety of reasons (Gorman 1999). Most commonly, we write to disseminate new research findings or ideas. The publication of a paper establishes precedents in the formation of new knowledge, and it puts the new information in the professional domain where it can be scrutinised, criticised and either accepted or rejected. It may then contribute to further discourse. The author also makes personal gains by adding to a list of publications that can be used for tenure and promotion, for gaining professional acceptance that may lead to speaking engagements, consultancy work, perhaps even awards.

There is, then, an apparent contradiction between the intrinsic and extrinsic reasons for scholarly and professional writing, for personal benefits can result from numerous papers of indifferent quality, whereas the imperative for the discipline is the discovery of new conceptual approaches and new techniques, for which the need is for papers of the highest quality. That the scholarly communication system has survived almost unchanged for so long shows its robustness, but the inherent contradictions in the system make it vulnerable to distortion under certain circumstances. If, for example, the 'publish or perish' imperative creates such demand among hopeful authors that editors are overwhelmed with manuscripts of an indifferent quality, then there is potential for the erosion of standards. This may occur if new journals start up to cater for the unfulfilled demand from hopeful authors. There is some emerging evidence, from current research by Calvert and Shi (2000) on quality and quantity in journal publishing, that this has happened in China already.

Both extrinsic and intrinsic reasons lead to publications that might be assessed by quantitative means, but also by qualitative means. The fact that paper *x* is cited *y* times is not an indication of quality, but rather that it is cited – it is available, it is in a journal held by many libraries, the author (or publisher or editor) is particularly good at self-promotion. Behind the quantifiable factors, then, are as yet untested qualitative factors, which is what has led to the present project.

Methodology

From our study of the literature on journal quality, especially LIS journal quality (the literature is reviewed in Gorman and Calvert 2001), several criteria were selected as most relevant and applicable without the need for extensive explanation as to meaning, and these criteria were seen to fall into three major categories:

- prestige (of the editor, etc.)
- properties of articles within a journal
- presentational aspects.

The present project has focussed on the second of the larger categories (properties of articles), because we felt this was likely to be the most crucial in determining journal quality. Accordingly, only the disaggregated properties of journal articles are being examined in detail.

Gorman (1999) had suggested six criteria for the evaluation of submissions to Asian LIS journals, and it was these six that the editors agreed ultimately accepted as most relevant to the assessment of paper quality/content:

- advancement of knowledge
- new information or data
- theoretical soundness
- level of scholarship
- acceptable research design
- appropriate methodology and analysis.

These six criteria were used for the next stage of the project, which involved in-depth analysis of the sample copies supplied by the editors. Papers were chosen at random for examination, five papers from each journal being the norm. Once a paper had been read, a 'score' was given (from 0 to 10, with 10 being the highest standard) based on how well it had measured against each specific criterion. The purpose was not to assess the journals, but rather to compare the criteria, so an average score was calculated for each of the six criteria, and then they were placed in a ranked list. The two highest rated categories (new information or data, acceptable research design) scored well ahead of the others. The third category (level of scholarship) was on its own in third place, with the other three grouped together at the bottom. From this analysis, the criteria can be placed in descending order of importance as follows:

- new information or data
- acceptable research design
- level of scholarship
- theoretical soundness
- advancement of knowledge
- appropriate methodology and analysis.

Table 1. Regional Distribution of Journals Being Analysed, Aug-Dec 2002

Region	**Number**
North America	60
Latin America	5
Europe	85
Africa and the Middle East	10
Pacific Islands	5
Australia and New Zealand	5
Asia	30
Total	***200***

Findings to Date

As noted in the introductory discussion, quantitative evaluation of journal quality has usually focussed on citation analysis. By contrast, this research examines the disaggregated properties of journal articles using qualitative methods as outlined in the discussion of methodology.

To date the research team has examined LIS journals from 10 countries listed in Table 2. It will be seen that all of these are Western countries, because acquiring sample issues from non-Western countries is taking longer than anticipated. However, we are assured by the editors that many dozens of these journals are currently on their way to us.

Table 2. Number of Journals Examined, August 2002

Country	***Number of Journals***
USA	*14*
UK	*14*
Canada	*3*
Australia	*3*
Denmark	*1*
France	*2*
Netherlands	*1*
New Zealand	*1*
Sweden	*1*
Total	40

The researchers have read at least one article from each journal. These are always the first lengthy paper in the hard copy, or the first listed contribution in the content of an electronic journal. Each article receives a score on a scale of 1-10 for each of the four criteria identified by editors as key factors in the pilot study: currency of information, research design (where applicable), scholarly quality, and soundness of theory.

Is this approach subjective? Yes, indeed it is, just as readers make their subjective judgements, and so do editors and referees. Remember that in our view quality is not a matter of citation counts but of personal interaction with the content of a paper. Therefore, the research team make no apology for the subjectiveness of the marking. Scholarly quality, for example, has to be a subjective judgement, yet it is this very characteristic that editors say they are looking for above all others. What we look for specifically in terms of scholarly quality are two features:

quality of analysis applied to the content
the author's ability to generate new knowledge.

For theoretical soundness we wanted to see some evidence of the use of theory, at the very least, and at best the use of multiple theories appropriate to the context.

Word Count and Article Quality

Having given each article a score, what could this be compared to that enlightened us about journal quality? Having some experience of journal editing, we made an intuitive choice of one other measure to use in the analysis, that of word count. This made the assumption that the longer the article, the more it would exhibit some aspect of journal quality or another. Bearing in mind the small sample size to date, this does seem to be shown by the data so far.

The articles have been divided into three groups:

<2000 words
2000-4000 words
>4000 words.

The first group was slightly smaller than the other two, and the other two groups were equal in size.

Table 3. Size as Related to Scholarly Quality

Size	Quality Factor
<2000 words	3.4
2000-4000 words	7.8
>4000 words	7.3

The scores for scholarly quality produced an indication (and we emphasise that this is a tentative indication at present) that scholarly quality is more likely to be found in article over 2000 words long. As Table 3 shows, the average score for papers under 2000 words was 3.4, whereas it was 7.8 for the middle group and 7.3 if the paper was longer than 4000 words. Most of the short articles were reports on new developments, the 'how-we-run-our-library-good' type of article, or simply opinion pieces. The quality of thinking was often sadly lacking, and it makes us wonder how much new developments are analysed before they are reported in the LIS literature. In contrast, the longer articles were often the product of clear, reflective thinking by their authors, and this in our view is the kind of paper that adds quality to a journal.

Table 4. Size as Related to Theoretical Soundness

Size	Theory Factor
<2000 words	1.5
2000-4000 words	4.8
>4000 words	6.6

Something similar was found with the scores for theoretical soundness, though in this case the scores rose with each step up the word length ladder. The short articles were almost completely devoid of theory (they scored only 1.5 on average), the middle length articles scored 4.8, which is still rather too low, but the longer papers averaged 6.6. Overall these scores were disappointing, and though it seems likely that longer articles will include some relevant theory, the use of theory is clearly not a strong point in the LIS literature. We must then ask why editors rank this as a key criterion, when the submissions they approve for publication are sorely lacking in this regard.

Table 5. Size as Related to Currency of Information

Size	Currency Factor
<2000 words	7.0
2000-4000 words	6.3
>4000 words	6.8

By contrast, the scores for currency of information showed little difference no matter the length of the article. The shortest papers scored the highest on this criterion (7.0) compared with 6.3 for the middle group and 6.8 for the longest papers. This suggests that editors seeking current information should encourage short articles, presumably because they can be written quickly! Longer articles incorporating theory and critical thinking will take longer to write and so are less likely to be completely current.

The scores for research design showed little difference, but it needs to be said that there were a disappointing number of research papers in the total sample, and only one in a paper shorter than 2000 words. There was no real difference in scores for research method in the two other groups.

Word Count and Peer Review

Three simple factors were then used to divide the articles and the simple measure of word count used as a means of assessing if the patterns were different.

The first factor used was whether the article was peer reviewed or not. This is commonly used in journal evaluation (some refs). Though the sample size so far is not large enough to warrant detailed statistical analysis, very simple descriptive statistics suggest that there is a difference based solely on word length. Refereed papers averaged about 3600 words, while the non-refereed papers averaged only 2500 words. It should be noted that some very long papers raised the average in both cases, and the median word length for refereed papers was 3250 words and for non-refereed papers the median length was 2000 words. While being aware of the word 'significant', it seems quite clear that there is a difference between refereed and non-refereed papers.

Word Count and Type of Article

The second factor assessed was whether the article was either a report of research or a practical paper that was mainly descriptive in content. There were a few borderline cases that needed a judgement call on this. The practical papers averaged 2600 words while the research papers averaged 3600 words showing that once again there was a measurable difference between the two. The median of practical papers was 2300 words and the median of research papers was 3000 words.

Word Count and Type of Publisher

The third factor used was whether a commercial entity or a non-commercial one published the journal containing the article. In most cases the non-commercial publishers are associations of librarians, though publications of national libraries and similar institutions were included in this category because their primary purpose is not-for-profit. The results showed no real difference between the two. Articles in commercial journals averaged just over 3000 words, which was the same as for non-commercial journals.

The median length for commercial journals was 3000 words, and for non-commercial journals it was only slightly less.

Summary to Date

Summing up the results so far, there appears to be some justification for further experimentation with word length as a unit of measure in journal quality. Longer articles show higher scores on the two important criteria of scholarly quality and theoretical soundness. On the other hand, the LIS literature is very full of short papers exhibiting no great evidence of critical thinking or the use of relevant theory.

Having established the standards, it is then proposed to offer an IFLA workshop on journal quality, especially for editors of journals in developing countries, enabling them to share experiences with experienced editors from elsewhere.

References

Ali, S.N.; Young, H.C.; and Ali, N.M. (1996) 'Determining the Quality of Publications and Research for Tenure or Promotion Decisions: A Preliminary Checklist to Assist'. *Library Review* 45, 1: 39 – 53.

Altmann, K.G., and Gorman, G.E. (1999) 'The Relevance of "Cited by Leading Journal" to Serials Management in Australian University Libraries'. *Australian Library Journal* 48, 2: 101-115

Anderson, P. (1997) '"Gatekeepers" and the Quality of the Journal Literature: Findings from a Survey of Journal Editors into the Issue of Alleged Excessive Publication in Scholarly and Scientific Journals'. *Serials Review* 23, 2: 45-57.

Calvert, P.J., and Shi, Z. Quality versus Quantity: Contradictions in LIS Journal Publishing in China'. *New Library World* 2000 (forthcoming).

Chressanthis, G.A., and Chressanthis, J.D. (1993) 'The Relationship between Manuscript Submission Fees and Journal Quality'. *Serials Librarian* 24, 1: 71-86.

Day, A., and Peter, J. (1994) 'Quality Indicators in Academic Publishing'. *Library Review* 43, 7: 4 – 72.

Garfield, E. (1977) 'Citation Frequency as a Measure of Research Activity'. In *Essays of an Information Scientist. Volume 1, 1962-1973*, 406-408. Philadelphia: ISI Press.

Gorman, G.E (1999) 'Library and Information Science Journals in the Asian Context'. *65th IFLA Council and General Conference, August 20-28, 1999: Papers and Proceedings.* The Hague: IFLA, 1999. Code 005-118-E. Booklet VII.

Gorman, G.E., and Calvert, P.J. (2000) 'Journal Quality in the Asian Region: Results of a Pilot Study for the IFLA Round Table of Library and Information Science Journals'. *66th IFLA Council and General Conference, Jerusalem, Israel, 13-18 August 2000: Conference Proceedings.* The Hague: IFLA, 2000 http://www.ifla.org.sg/iv/ifla66/papers/156-125e.htm. Also published as Gorman, G.E., and Calvert, P.J. (2001) 'Journal Quality in the Asian Region: Results of a Pilot Study for the IFLA Round Table of Library and Information Science Journals'. *The Serials Librarian* 41, 1: 99-112.

Lester, J.P. (1990) 'Evaluating the Evaluators: Accrediting Knowledge and the Ranking of Political Science Journals'. *PS: Political Science and Politics* 23: 445-447.

Nisonger, T.E. (1996) 'Authorship in *Library Acquisitions: Practice and Theory*'. *Library Acquisitions: Practice and Theory* 20: 395-418.

Nkereuwem, E.E. (1997) 'Accrediting Knowledge: The Ranking of Library and Information Science Journals'. *Library Review* 46, 2: 99 - 104.

Rousseau, R. (2002) 'Journal Evaluation: Technical and Practical Issues'. *Library Trends* 50, 3: 418-439.

Sen, B.K. (1999) 'Changes in Impact Factor'. *Malaysian Journal of Library and Information Science* 4, 2: 41-46.

About the Authors

The principal investigators, Dr G E Gorman and Mr Philip Calvert, are Professor and Senior Lecturer respectively in the School of Information Management at Victoria University of Wellington and experienced editors. Calvert is former Editor of *New Zealand Libraries* and currently reviews editor of *Online Information Review* and *The Electronic Library*. Gorman, Secretary of the IFLA RSCAO and Chair of the IFLA Section on Library and Information Science Journals, is Editor of *Online Information Review*, Associate Editor of *Library Collections, Acquisitions and Technical Services*, Editor of *Library LINK* and Regional Editor (Asia-Pacific) Library and Information Management for Emerald/MCB. E-mail: gary.gorman@vuw.ac.nz or philip.calvert@vuw.ac.nz.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 009-118-E
Division Number: VII
Professional Group: Library and Information Science Journals
Joint Meeting with: -
Meeting Number: 118
Simultaneous Interpretation: -

Do Information Professionals Use Research Published in LIS Journals?

Kathlyn J. Turner
Reference/Document Delivery Science Library
University of Otago
Dunedin, New Zealand

Abstract:

This paper is a précis of a research project conducted in March 2001 for the Master of Library and Information Studies at New Zealand's Victoria University of Wellington. The project investigated the perceptions of information professionals (denoting qualified practitioners) in New Zealand regarding applied LIS (Library and Information Studies) research. It was hoped the findings would direct the future production of such research in a way that might promote its use. The project assessed the local situation and attempted to redress an imbalance in the literature created by previous studies focusing on the production, rather than consultation, of LIS research by the practising community. Project participants were asked to indicate their amount of research use; their motivations for and against consulting the research; and their opinions concerning the relationship between LIS research and practice, and how it might be improved.

Amounts of research consultation were compared with the following participant variables:
- *Library / information qualifications;*
- *Experience, indicated by number of years / months in current position;*
- *Library / information centre size;*
- *Organisational context of the library / information centre;*
- *Involvement in professional activities such as conferences.*

Anyone wishing to read the original research paper is welcome to contact me using the following email address: kat.turner@library.otago.ac.nz

---

Introduction

The literature repeatedly indicates that research use by information professionals is remarkably low (McClure and Bishop, 1989). Promulgated reasons for this phenomenon often focus on the nature of LIS research, and its consequently limited ability to be effectively utilised in the workplace.

Applied research, by which formal methods of inquiry are used to resolve practical issues, predominates in LIS. A problem arises from the fact that such applied research frequently takes the form of action research (Childers, 1990, p. 258; Hernon, 1989, pp. 1-2; Van House, 1991). Action research identifies problems in a specific setting and suggests strategies to deal with those problems (Busha and Harter, 1980, pp. 7-8; Hernon and McClure, 1990, p. 14; Hernon, 1991, p. 5; McClure, 1989, p. 282; Powell, 1997, pp. 2-3, 44). Defined by its context to such a large degree, it is consequently characterised by a lack of external validity (whereby results are applicable to a variety of settings) and low reliability (or capacity to be replicated with accuracy and consistency). Episodic by nature, action research cannot easily be built into, and integrated with, previous studies, and this limits its ability to form part of a continuing and coherent whole. In-house research, in particular, tends to be non-cumulative and descriptive reporting with subsequent limited relevance beyond its original setting, and this fragmentation reduces the capacity of research to illuminate widely-applicable trends (Townley, 1991, p. 270). Such trends can give rise to the theoretical questioning that underpins basic research. A body of basic research, widely agreed to be lacking in LIS, defines a profession, and is fundamental to its advancement (Biggs, 1991, pp. 74-5; Childers, 1984, p. 522; Hernon, 1989, p. 23).

The problem is perpetuated by the observation that "library managers require research that has high internal validity for their particular library setting" (McClure, 1989, p. 285). Arguably, these requirements are best met if action research endeavours are underpinned by a careful consideration of the previous research. By applying a rigorous research process a librarian can simultaneously "address a local problem and contribute to the further development of the profession and its theory" (Townley, 1991, p. 270). Yet information professionals, as noted, seem recalcitrant to consult the research.

As the intended consumers, information professionals' motivations for and against research consultation are crucial to our understanding of this phenomenon. Yet the perceptions of the practicing community regarding their apparently widespread lack of research use are infrequently examined. McClure and Bishop set about determining the quantity, quality, impact and importance of LIS research in their 1989 study and interviewed a selected group of 23 active LIS researchers in Canada and the US, who gave largely unanimous expressions of "guarded optimism" regarding the future status of LIS research.

Looking specifically at the situation in New Zealand, Cave undertook an enquiry into research in library and information work in 1991 to determine the attitudes to, and participation in, LIS research by information professionals. Cave distributed a list of twelve questions to the chief librarians of New Zealand's seventeen largest libraries, and invited written comment. Disappointingly, the responses were occasionally "too vague or generalised" to be of use (Cave, 1991, p. 24).

More recently, the Dunedin Library Research Group examined the amount of research currently conducted in the workplace by New Zealand library practitioners, as well as the impact of the finished project on the employees' organisations (Finnie, Frame and Stewart, 2000). A counterbalance to such focus on the production of LIS research by the practicing community was desired in this project, which canvassed the perceptions of information professionals regarding their research use.

Methodology

The project sought to answer the following research questions:

1. What are the perceptions of information professionals concerning their use of LIS research:
    1.1 How often do information professionals consult the research?

1.2 Why do information professionals consult the research?
1.3 Why do information professionals not consult the research?

2. Do any of the following participant variables affect the amount of research use by information professionals:
   2.1 Highest library / information qualification, whether it contained a research (methods or project) component, and how recently it was completed?
   2.2 Experience, indicated by number of years / months in current position?
   2.3 Size of the participant's library / information centre, indicated by number of EFTS (Equivalent Full-Time Staff – both professional and para-professional)?
   2.4 Organisational context of the participant's library / information centre?
   2.5 Level of participation in conferences / professional meetings?

3. How do information professionals feel the relationship between LIS research and practice might be best improved?

A self-administered questionnaire was mailed to a purposive sample of 130 New Zealand tertiary (University, Polytechnic, or College of Education) and non-profit government libraries or information centres taken from the *New Zealand Contacts in Libraries* directory. Such institutions depend on research to guide learning, the acquisition of new knowledge, and the formulation and implementation of government policy. The fulfillment of such objectives requires effective information use and dissemination, and therefore employees from such institutions were purposively selected as key informants who might offer a best-case scenario of the current local situation. Private and public sector for-profit libraries and information centres were not selected for sample inclusion due to their distinct profit-driven information requirements, despite the fact such institutions may have an explicit research focus.

The chief librarians or library managers from the institutions in the sample were sent a consent form, an information sheet explaining the purpose of the project, and the questionnaire. These could be distributed to any other information professional(s) from the institution as desired.

Questionnaires were mailed out in March 2001 and 64 useable returns were obtained (response rate = 49%). The efficacy of data collection may have been affected by increased demands for tertiary user education services impinging upon staff time at the start of the New Zealand academic year. To facilitate quantitative data analysis, the questionnaire comprised 6-point Likert and Verbal Frequency scales. Data located in the returns were coded and subjected to descriptive statistical techniques using Excel. The mean was calculated as a measure of central tendency, enabling generalisations to be made. The project should consequently be construed as a preliminary exploration of associational relationships.

1. Research use

The survey included a definition of research as,

> *any systematic effort to generate new information, create new knowledge, or produce new interpretations of existing knowledge or information, suggesting attention to method and exactitude in obtaining and analysing results.*

1.1 How often do information professionals consult the research?
The mean response to this question on a Likert scale of 1 to 6 was 3.11. This score, below the Likert scale median of 3.5, indicates that research use by information professionals is low.

1.2 Why do information professionals consult the research?

Table 1: Ranked reasons for consulting the research [Range = 1-6]

Rank	Reason	Mean
1	To stay current with developments and trends in LIS for personal professional development	3.79
2	To assist with managerial activities in my library/information centre such as problem-solving, decision-making, planning and/or evaluation	3.77
3	To provide information when conducting self-motivated research not necessarily intended to solve problems specific to my workplace	2.54

1.3 Why do information professionals not consult the research?

Table 2: Ranked reasons for not consulting the research [Range = 1-6]

Rank	Reason	Mean
1	Time constraints	4.07
2	Conferences, meetings, and professional networking provide sufficient knowledge sharing opportunities with colleagues and researchers	3.70
3	The research does not address practical problems in the workplace	3.13
4	Problems with physical availability (e.g. resource constraints affect my library's budget for obtaining professional literature)	2.84
5	The research is presented in a way that is difficult to understand and apply	2.61
6	Problems with intellectual availability (e.g. poor bibliographic control of research findings)	2.34

The Dunedin Library Research Group discovered that research was typically "initiated to…provide answers and directions likely to affect library operations" (Finnie, Frame and Stewart, 2000, p. 87). This observation was explored in the present study as a factor that might motivate practitioners to consult the research, and the mean scores display a weighting towards consultation that supports workplace activities such as decision-making, problem-solving, planning and evaluation (3.77). Garnering information for the purposes of self-motivated research attracted a much lower mean score (2.54). This is possibly because the results of self-motivated projects are not as directly applicable to the workplace context, and encouragement and support for such pursuits from an institution may therefore defer to more pressing workplace priorities.

Of the reasons suggested for information professionals not consulting the research, the high mean score for "time constraints" (4.07) suggests that demands on respondents' time regularly affect their capacity to turn to the research. Problems with research content ("practical workplace problems not addressed"; mean = 3.13) were perceived as having a greater impact on levels of research use than problems with research presentation and dissemination. The physical availability of research (mean = 2.84), its intellectual availability (mean = 2.34), and the way in which it is presented with consequences for its ability to be effectively understood and applied (mean = 2.61), gained lower mean scores. In response to this question, one respondent noted that,

> Improved staffing levels would facilitate the undertaking of practice-based research and more frequent application of research results in the workplace – minimal staffing tends to discourage this.

Resource constraints such as low staffing levels have been previously discussed in the literature as a barrier to research production (Finnie, Frame and Stewart, 2000). From this comment, it transpires that the same factor is perceived as an obstruction to the use and application of research results.

2. Participant profiles compared with research use

The following question set was used to determine the education and employment profile of participants, enabling an assessment of variables that may affect information professionals' amount of research use.

2.1 Highest library / information qualification, whether it contained a research (methods or project) component, and how recently it was completed

Table 3: Mean research use for "type of library / information qualification"

Type of library / info. qualification	Mean research use	% of responses
Postgraduate degree, diploma, certificate	3.19	62
Bachelors degree	2.00	2
Non-graduate diploma, certificate	2.91	36

Table 4: Mean research use for "research component in library / information qualification"

Research component	Mean research use	% of responses
Yes	3.19	40
No	2.97	60

Only 2% of respondents specified a bachelors degree as their highest library / information qualification, which is too small a data set for this category's results to be meaningfully interpreted.

LIS is often accused of lacking a body of practitioners trained in research methods and able to consume research findings in a critical and imaginative fashion (Biggs, 1991, p. 82; Montanelli and Stenstrom, 1986; Townley, 1991, p. 270). Those participants who completed a postgraduate degree, diploma or certificate had a considerably higher mean score for research use (3.19) compared with the mean indicated by respondents from the "non-graduate diploma, certificate" category (2.91). The supposition that postgraduate qualifications typically involve higher levels of research use and more rigorous attention to research skills when compared with non- and under-graduate qualifications may explain these results.

This suggestion is supported somewhat by the observation that those respondents who undertook a research methods or project component in their highest LIS qualification displayed a greater mean score for research use (3.19) compared with those whose qualification did not include a research component (2.97). The trend displayed in these results implies that information professionals with higher LIS qualifications are more likely to use LIS research.

Table 5: Mean research use for "date of completion of library / information qualification"

Date of completion	Mean research use	% of responses
1995 and before	3.25	78
1996 – current student	2.38	22

Only 22% of respondents completed their highest library / information qualification in 1996 or more recently, possibly because the questionnaire was distributed to the senior staff members from institutions in the sample, and the probability of recent graduates occupying such positions is understandably low.

1996 was chosen as the category boundary because this was the year in which compulsory Research Methods and Research Project components were introduced to the New Zealand Victoria University of Wellington's MLIS (Master of Library and Information Studies) degree. There is, however, no way of knowing whether respondents who graduated in 1996 or more recently undertook the New Zealand MLIS programme, or a diploma or certificate that may or may not have contained compulsory research components.

This comparison revealed that those respondents who graduated with their highest LIS qualification most recently had a considerably lower mean score for research use (2.38) than those respondents who graduated in 1995 or earlier (3.25). In 1987 Stewart surveyed library practitioners in public library systems to assess their awareness of LIS research and determine the extent to which research had been effectively disseminated for their needs. Stewart noted a similarly disappointing performance in research awareness by recently qualified information professionals. This is a disconcerting sign given that "studying at library schools does give opportunities for reading widely in library literature – the like of which are rarely found again in professional life" (Stewart, 1987, p. 61).

The results obtained here prompted the following speculations:

- after immersion in scholarly pursuits, recent graduates may exhibit a tendency to detach themselves from academic activities, such as research consultation, in their first few years of professional practice;
- the problem-solving responsibilities inherent to senior management positions (such as those filled by experienced information professionals) demand greater use of research than those positions typically filled by recent graduates.

2.2 Experience

Those respondents who had held their current position for more than 5 years had a higher mean score (3.40) for research use than those who had held their current position for 5 years or less (2.84). This suggests that the amount of research consultation by information professionals increases with the number of years of experience gained at a senior level. Senior positions carry with them attendant responsibilities for decision-making, problem-solving, evaluation and planning. Such activities demand, and are effectively assisted by, recourse to research, as indicated by answers to question 1.2, where these activities were the second top ranking reason prompting research use.

2.3 Library / information centre size

Table 6: Mean research use for "library / information centre size"

Library / information centre size (EFTS)	Mean research use	% of responses
5 or less	2.69	56.5
6 – 80	3.35	27.5
81 or more	4.20	16

The data imply that tertiary and non-profit government libraries / information centres in New Zealand are mostly small, with 56.5% of responses comprising 5 or less EFTS (equivalent full-time professional and para-professional staff). An institution's size, indicated in this study by its staff numbers, may have ramifications for the funding of research endeavours and the procurement of research resources. The largest institutions (81 EFTS or more) scored a notably high mean for research use (4.20), with the smallest institutions attracting a considerably lower score (2.69). The mean score for research use by respondents employed in medium / large institutions (6 - 80 EFTS) fell neatly in the middle (3.35).

Such results suggest that research use increases as the size of a library / information centre increases. This may be due to extra funding provisions available to larger institutions. Alternatively, it may reflect information professionals employed in very small teams undertaking task diversification on a scale that prevents them gaining expertise in specialised sectors of professional activity to a level that promotes research consultation.

2.4 Organisational context of the library / information centre

The mean research use for respondents from tertiary libraries was 3.51. In light of the scholarly environment in which tertiary information professionals perform their duties, their high mean for research use is not surprising. The academic community has an obligation to conduct research, and such necessary preponderance towards research endeavours might favourably influence the attitudes of library staff from those institutions regarding research use (Cave, 1991, p. 4).

Respondents from non-profit government libraries / information centres displayed a comparatively low mean score for research use (2.59; 0.92 less than the score for tertiary libraries). The sampling method employed in this project was based on the assumption that government libraries / information centres provide resources to assist ultimately with the formulation of governmental policy, and that staff consult and evaluate research resources as part of this support service. If these assumptions are valid, it appears that the use and provision of research findings for clients does not necessarily result in increased research consultation in the practitioner's own professional field.

2.5 Conference participation

Table 7: Mean research use for "conference attendance"

Conference attendance	Mean research use	% of responses
Once a year or less (including never)	2.93	47
Twice a year or more	3.27	53

Table 8: Mean research use for "conference presentation"

Conference presentation	Mean research use	% of responses
Not once to date	2.69	64
Once or more	3.77	36

These results suggest that an increase in conference attendance is met with a corresponding increase in research use. Furthermore, information professionals who present at a professional forum (even only once) have a considerably higher tendency towards research use (3.77) than those information professionals who have not yet presented in such a context (2.69).

The trends revealed in answers to this question were expected. Stewart (1987) discovered that research awareness was often inspired by conference or professional meeting participation: respondents indicated that they first learned about three of the six research projects chosen as reference points for Stewart's study through conferences, meetings or conversations with colleagues. Stewart did not, however, ask her study's respondents to classify their professional participation as passive (i.e. attendance) or active (i.e. presentation). From the results obtained here, presentation seems to have a greater impact on tendencies towards research consultation than attendance.

Schön's Reflection-in-Action model maintains that practitioners continually face dynamic situations that are neither clearly defined nor static (Schön, 1983, p. 14). Thus, knowledge obtained through the process of practice, often tacit and largely anecdotal, is more relevant and applicable to issues encountered in the workplace than clearly defined, theoretical knowledge drawn from a static store. Schön asserts that this practice-based knowledge is communicated amongst practitioners through descriptive reporting, conferences, association-meetings, and conversations that are difficult to capture and commit to written, published form (Schön, 1987). This suggests that there is reduced impetus for information professionals to consult published research when addressing dynamic, pragmatic workplace concerns.

Results obtained here seem to uphold Schön's argument: while "time constraints" was the top-scoring factor in respondents' reasons for not consulting the research (with a high mean score of 4.07), the following factors ranked second and third:

- conferences, meetings, and professional networking provide sufficient knowledge sharing opportunities with colleagues and researchers (mean score = 3.70);
- the research does not address practical problems in the workplace (mean score = 3.13).

These findings were summarised by one respondent who stated,

> Unless the research is practice based and able to be directly applied in the work environment, [it] will remain an academic exercise of little value.

Another respondent supported the notion that such professional knowledge sharing is best suited to situations that are dynamic and rapidly evolving, with the following words,

> My library has been in a phase of establishment and rapid expansion...I tend to follow precedents of best practice in similar libraries…and make direct personal enquiries to expert colleagues when I feel I need to seek advice.

These sentiments were echoed in another respondent's statement that "Personal / professional networking provides the most effective information." Email listservs, SIG (Special Interest Group) gatherings, and *Library Life* (the publication of LIANZA: *Library and Information Association of New Zealand Aotearoa*) were specific examples of such intra-colleague communication, as noted by one respondent.

3. The relationship between research and practice

Respondents were asked to specify how they thought the relationship between research and practice might be improved, by indicating their level of agreement with five suggested strategies.

Table 9: Ranked actions for improving the relationship between research and practice [Range = 1-6]

Rank	Action	Mean
1	Encourage research productions that include practical guidelines for applying the results in the workplace	4.72
2	Contribute and have access to columns in library / information newsletters or listservs that identify, index and summarise recent research projects	4.44
3	Encourage staff to attend and/or present papers at conferences and professional meetings	4.11
4	Encourage staff to become better consumers and producers of research by enrolling in courses that develop their research skills	4.02
5	Encourage the intended users of a research study to participate in the research process	3.97

The literature abounds with discussions of the perceived dichotomy between researchers and practitioners (Hernon, 1989, p. 23; Biggs, 1991, pp. 81-3). In an ideal world, researchers provide the basic research from which diagnostic techniques can be derived and applied to the problems of practice. Practitioners, in turn, supply problems for investigation, and test the utility of research results in the workplace (Schön, 1983, p. 26; Van House, 1991, p. 88). However, the cross-fertilisation of ideas between these two communities appears to be rare in LIS, and a communication chasm indubitably exists (McClure and Bishop, 1989, p. 141; McClure, 1989, p. 284; Schön, 1983, p. 308).

Information professionals' views regarding ways by which this dichotomous relationship might be improved have not often been explored. This project's participants were asked to indicate their opinion of promulgated strategies taken from the literature on this topic, which focus on improved collaboration and understanding between the two groups (McClure and Bishop, 1989; McClure, 1989; Townley, 1991).

The mean scores are high and fall within a narrow range (3.97 – 4.72). The strategy "include practical guidelines for applying results" scored the highest ranking mean (4.72). Respondents to McClure and Bishop's 1989 survey perceived that researchers do not always present and articulate their findings in a way that can be applied to practice, and that many practitioners have difficulty understanding the research results (McClure and Bishop, 1989, p. 136; McClure, 1989, pp. 283-4, 290). This is not so much an indictment on the intellectual capacities of practitioners as it is an accusation that academic research can be too remote and esoteric to supply applicable and practical results (Hernon, 1989, p. 24). Such shortcomings were echoed in an earlier question where respondents indicated that "practical workplace problems not addressed" was the third highest ranking reason why research is not consulted.

The second ranking strategy (mean = 4.44) was "contribution and access to research awareness columns/listservs". "A regular bulletin reporting on research in progress" was advocated by Cave (1991, p. 22). Likewise, the Dunedin Library Research Group noted "widespread support for the idea of a national database" or central research register to which "all libraries could both refer and contribute" that would list research currently underway or recently completed in New Zealand libraries (Finnie, Frame and Stewart, 2000, pp. 86-87). Support for the effective dissemination of research findings using current awareness media is similarly evident in responses to this project.

"Staff attending / presenting at conferences" scored the third highest ranking mean of 4.11, and as noted in a previous question, such professional participation does seem to promote increased levels of research consultation. Participants gave the mean score 4.02 when asked for their opinion on the value of encouraging staff enrolment in courses to improve their skills as consumers and producers of research. Lack of research expertise was identified by the Dunedin Library Research Group as a barrier to research performance by practitioners (Finnie, Frame and Stewart, 2000, p. 86), and the active encouragement of appropriate staff education has been previously postulated by Cave (1991, p. 28) as a solution to this problem.

The lowest ranking score (3.97) was assigned to the strategy of encouraging intended research consumers to participate in the research process. Practitioners should not function as mere consumers of researchers' outputs, commentators advise, but should share their practical experiences with the research community (Schön, 1983, p. 323). Such a low comparative ranking may have resulted from perceived logistical difficulties inherent to this process. Funding constraints, demands on staff time, and geographic isolation from tertiary institutions would feasibly hinder participation by practitioners in academic research endeavours.

It appears that information professionals in New Zealand tertiary and government libraries / information centres feel there is a dichotomy between LIS research and practice, underpinned by conflict between the motivations guiding each community. As one respondent noted (with emphasis in the original),

> Academic LIS research [is] not really helpful – we require operationally based material. Academic research *reflects* the trends and developments – it does not provide *leadership.* This is usually to be found at practitioner level.

One respondent made the noteworthy suggestion of "encouraging staff to do literature reviews in relation to internal development projects." Through such a process, practitioners could usefully draw upon previous research for the ultimate resolution of workplace issues, simultaneously meeting researchers' requirements for the integration of their findings into subsequent research productions.

Conclusion

It was hoped that this project would give focus to the future encouragement of research use. From the findings presented here, applied research that attempts to resolve operational concerns most satisfies the requirements of information professionals. The perceived inadequacy of research to address practical workplace problems was a major reason for information professionals not consulting the research. The project's participants also identified problems with the way in which research is presented, and the repercussions this has on its capacity to be understood and applied effectively. It is recommended that LIS researchers heed this message from the practicing community, and focus their energies on research that includes practical guidelines and contains enough external validity for the application of results in diverse workplace contexts.

The instigation of research current awareness columns in library publications was supported by this project's respondents as an effective way of improving interactions between the communities of research and practice. Such a strategy has been previously endorsed in a New Zealand context (Cave, 1991; Finnie, Frame and Stewart, 2000), and more recently discussed in a meeting of the LIANZA (*Library and Information Association of New Zealand Aotearoa*) Research SIG, which is currently in the process of establishing a national Research Register website. Combined effort directed towards the development of such a resource, by and for the communities of research and practice, should facilitate mutual awareness of the research productions and the research requirements of both camps.

This project's findings also imply that Schön's Reflection-in-Action model applies to the current situation in New Zealand's information sector. Practitioners seeking to address dynamic workplace problems predominantly turn to information exchanged via professional networking. Respondents to this project also indicated that professional meeting attendance and presentation leads to a corresponding increase in research use. Information professionals are therefore encouraged to participate in professional activities such as conferences, meetings, and email listservs, as a way of increasing both their consultation of the published research, and intra-colleague information sharing.

Research facilitates professional reflection and development. Information professionals who consult the research empower themselves to evaluate and analyse its quality in a critical fashion. This in turn enables them to adapt and apply research findings to their local context more effectively, and to administer more widely applicable in-house library research. Ultimately, this may have the added benefit of enhancing information professionals' appreciation of the research needs of their clientele.

Bibliography

Biggs, Mary. 1991. "The Role of Research in the Development of a Profession or a Discipline." In *Library and Information Science Research: Perspectives and Strategies for Improvement*, ed. Charles R. McClure and P. Hernon. Norwood, NJ: Ablex, 72-84.

Busha, Charles H. and Stephen P. Harter. 1980. *Research Methods in Librarianship: Techniques and Interpretation.* New York: Academic Press.

Cave, R. 1991. *Research in Library and Information Work in New Zealand: Report of an Enquiry.*

Wellington, NZ: Department of Library and Information Studies.

Childers, T. 1984. "Will the Cycle be Unbroken? Research and Schools of Library and Information Studies." *Library Trends*, 32: 521-535.

Childers, T. 1990. "Evaluative Research in the Library and Information Field." *Library Trends*, 38: 250-267.

Finnie, Elizabeth, Barbara Frame and Ian Stewart. 2000. "Research by New Zealand library practitioners." *New Zealand Libraries*, 49(3): 83-87.

Hernon, P. with Pat K. Bryant…[et al.]. 1989. *Statistics for Library Decision-Making: a Handbook*. Norwood, NJ: Ablex.

Hernon, P. and McClure, Charles R. 1990. *Evaluation and Library Decision-Making*. Norwood, NJ: Ablex.

Hernon, P. 1991. "The Elusive Nature of Research in LIS." In *Library and Information Science Research: Perspectives and Strategies for Improvement*, ed. Charles R. McClure and P. Hernon. Norwood, NJ: Ablex, 3-14.

McClure, Charles R. 1989. "Increasing the Usefulness of Research for Library Managers: Propositions, Issues, and Strategies." *Library Trends*, 38(2): 280-294.

McClure, Charles R. and Ann Bishop. 1989. "The Status of Research in Library Information Science: Guarded Optimism." *College & Research Libraries*, 50 (March): 127-143.

Montanelli, Dale S. and Patricia F. Stenstrom. 1986. "The Benefits of Research for Academic Librarians and the Institutions they Serve." *College & Research Libraries*, 47(5): 482-485.

New Zealand Contacts in Libraries and Information Services. 2000. 2d ed. Picton, New Zealand: Contacts Unlimited, in association with the Library & Information Association of New Zealand Aotearoa (LIANZA).

Powell, Ronald R. 1997. *Basic Research Methods for Librarians*. 3d ed. Greenwich, CT: Ablex.

Schön, Donald A. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Schön, Donald A. 1987. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco, CA: Jossey-Bass.

Stewart, Linda, edited by Peter H. Mann. 1987. *The Dissemination of Library and Information Research and Development to the Practitioner: an Investigation into Public Libraries*. Loughborough: Loughborough University of Technology.

Townley, C. T. 1991. "Opportunities and Challenges for LIS research in Academic Libraries: Elements of Strategy." In *Library and Information Science Research: Perspectives and Strategies for Improvement*, ed. Charles R. McClure and P. Hernon. Norwood, NJ: Ablex, 267-278.

Van House, N. A. 1991. "Assessing the Quantity, Quality, and Impact of LIS Research." In *Library and Information Science Research: Perspectives and Strategies for Improvement*, ed. Charles R. McClure and P. Hernon. Norwood, NJ: Ablex, 85-100.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: **014-118-E**
Division Number: **VII**
Professional Group: Library and Information Science Journals
Joint Meeting with: -
Meeting Number: **118**
Simultaneous Interpretation: -

Social exclusion in the information profession, and how LIS journals can encourage information provision in a wider social context

Linda Ashcroft
Reader of Information Management
Liverpool Business School
Liverpool John Moores University
UK

Abstract:

Recent government initiatives to combat social exclusion within the United Kingdom have served to place librarians and libraries as prominent players in the movement to providing information over a wider social context. For example, The People's Network is a government initiative to connect all public libraries to the information superhighway by the end of 2002. Other similar initiatives to combat social exclusion are being undertaken by the Gates Foundation in the US, Canada and Chile. Internationally published literature demonstrates a recognition of the importance of access to information to the preservation and upholding of the democratic process, and the continual development of the electronic environment is central in facilitating these changes. An ever increasing amount of LIS literature is becoming available through electronic databases, with current trends suggesting that literature available in this format has the potential to be disseminated quickly, more easily, to a wider audience and more cost-effectively. Given these directives, LIS journals can be fundamental in encouraging library workers to see LIS in a wider social context, though an emphasis on focused, unbiased and current content which oversteps parochial boundaries. LIS journals can convey the wider social context by incorporating experiences of meeting and problem-solving new challenges, such as the provision of changing resources, their delivery by a variety of means, reaching remote users who may never visit a library, and the establishing of whole new client base and relationships.

The development of information technology has brought with it an increased awareness of those groups of people who are unable to take advantage, or be advantaged, by the escalation of available information. Social exclusion and its exoneration, social inclusion, the digital divide: these are all issues that are relevant nationally and internationally. This paper examines these concepts in the light of the library and information profession, and considers how library journals can play a part in the development of social equality within the information world.

In the United Kingdom, upon its election in 1997, the Labour Government set up the Social Exclusion Unit, with the remit of helping to 'improve Government action to reduce social exclusion by producing "joined up solutions to joined-up problems."' (Cabinet Office, 2001) The homepage of the Social Exclusion Unit's website defines social exclusion in the following way:

> Social exclusion is a shorthand term for what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown. (Cabinet Office, 2001)

As Jeffs and Smith (2001) observe, this method of thinking is a throwback to cultural notions of an under-class, populated by under-skilled and disaffected people. Social exclusion brings about social destabilisation, which in turn places a strain upon a welfare state that serves to compensate rather than integrate ostracised groups. According to Jeffs and Smith, the definition of social exclusion given above, side steps the *causes* of social disadvantage by focusing on the process rather than the outcome. Social exclusion is not a by-product of economic and social processes, neither is it the deserved corollary of individual preference. Rather, it is 'the result of deliberate action on the part of a social collectivity or collectivities.' (Jeffs and Smith, 2001)

Government initiatives to combat social exclusion have served to place libraries and library workers as prominent players in the drive towards providing information over a wider social context. Such initiatives are fuelled by the recognition that those who are unable to adapt to the rapid progress of information technology, as well as those who simply do not have access to it, are, in their own way, socially excluded. The speed of technological advances that serve the provision of information causes what has become known as the "digital divide". This divide indicates a polarisation between those who are confident and capable of using information technology and have full and free access (known as the "information rich"), and those who are unfamiliar with rapid advances or are unable to gain easy access to modern information technology (known as the "information poor").

Hendry (2000) examines the Department of Trade and Industry's initiative, *IT for All* (1999), and concludes that 35% of adult society in the UK are made up of either "concerned" or "alienated" groups; "concerned" being those who are concerned about being left behind, "alienated" being those who are sceptical about the value of information technology, lacking interest or have no access to a PC. Both groups can be taken to be information poor.

Untrammelled, the digital divide threatens to create a new inequality, with the information poor becoming increasingly disadvantaged:

> Those who cannot grasp new opportunities at each stage in their working lives will find it more and more difficult to adapt to this new knowledge society. It is not enough for governments to try and provide job security as compensation. Instead, it will be necessary for governments to support and encourage people to adapt and be able to transfer knowledge and skills from one employment context to another. (Hendry, 2000, p.333)

One of the answers to combating social exclusion is actively to promote social inclusion, and it is this democratic notion of social inclusivity that has recently been put high on the agenda for libraries and information workers within the UK. *Open to All? The Public Library and Social Exclusion* (Muddiman et al., 2001) examines the role of public libraries in tackling social exclusion. The report is critical of public libraries for having to date 'adopted only weak, voluntary and "take it or leave it" approaches to social inclusion.' (Muddiman et al., 2001, p.155) Consequences of this approach to service provision are outlined as:

- A continuing under-utilisation of public libraries by working-class people and other excluded social groups;
- A lack of knowledge in the public library world about the needs and views of excluded "non-users";
- The development in many public libraries of organisational, cultural, and environmental barriers which effectively exclude many disadvantaged people. (Muddiman et al., 2001, p.156)

Open to All? suggests that modernisation is not enough for public libraries to seriously address the complexities of social exclusion. Rather, they need to become 'much more proactive, interventionist and educative institutions, with a concern for social justice at their core.' (Muddiman et al., 2001, p. 158) In other words, in order for public libraries to tackle issues of social exclusion, they must actively adopt policies of social inclusion that place an ongoing commitment to social inclusivity within their working culture. This applies not only to public libraries, but to *all* libraries and information workers.

This sentiment is echoed in *Libraries for All: Social Inclusion in Public Libraries* (Department for Culture, Media and Sport, 1999). This document observes that libraries are one of the best placed organisations within the cultural sector to bring about change in order to combat social exclusion. The report outlines the overall aim of the Department of Culture, Media and Sport's social inclusion policy as:

> "To promote the involvement in culture and leisure activities of those at risk of social disadvantage or maginalisation, particularly by virtue of the area they live in; their disability or age, racial or ethnic origin. To improve the quality of people's lives by these means." (Department for Culture, Media and Sport, 1999, p.8)

The report identifies the moves that libraries can take to bring about this change at a community level, the most important of which is mainstreaming social inclusion as a policy priority within all library and information services, which includes proactively embracing those groups within the community who are currently information poor.

The scale and complexity of social exclusion issues now requires public libraries to take a fresh look at the extent to which their services embrace all parts of our society. Libraries now need to address what can be done to ensure that they serve the 40% of the population who are not library members. Public libraries are a focal point for the provision of information services in the community. As such, they have an important role to play in helping to combat social exclusion and promote lifelong learning. (Department for Culture, Media and Sport, 1999, p.7)

Calling for the development of a 'sustainable community', the report identifies two types of barrier that may prevent this goal. The first are infrastructure barriers, 'which constrain the "connectedness" of a given neighbourhood' and include 'the flow of information and the provision of educational opportunities'; the second are cultural barriers, which may 'constrain people's ability to address the issues which affect them.' (Department for Culture, Media and Sport, 1999, p.10)

As *Libraries for All* recognises, libraries hold a unique position at the heart of communities from within which to facilitate change. There is an emphasis upon tackling social exclusion at a local level, different local communities having different requirements as dictated by a whole range of demographics. In addition, it is the very nature of the library trade – the provision of information – that will best serve to alleviate this type of social exclusion, and diminish the proportion of information poor both within the communities they represent and therefore over society as a whole:

> Communications and information are the lifeblood of sustainable communities, and public services such as libraries, together with community groups, are often important conduits for information and knowledge. In disadvantaged communities, isolation and inertia may constitute formidable barriers to the flow of information, personal relationships may be weak, and creative neighbourhood's networks may function poorly. Such communities are unlikely to enjoy the vital flow of information, through which residents share their experiences and act collectively to express their needs and improve their quality of life. (Department for Culture, Media and Sport, 1999, p.10)

It is clear that the rapid advancement of information technology brings about a number of problems that may potentially deepen the divide between the information rich and the information poor: these include problems of access, awareness, training, and cultural barriers. Problems also arise in deciding the best methods for organisations to tackle social exclusion. Libraries must incorporate policies that address, engage and challenge social exclusion but, as Vincent (2001, p.93) discerns, 'this work cannot just be bolted on, but has to be mainstreamed – which has implications for resource allocation.'

One problem for staff and policy makers is making sense of the glut of information about issues of social exclusion, as well as addressing the requirements of official national and local policies and procedures. Jezzard (2001) points overwhelmed information professionals towards the website www.inclusionandlibraries.org.uk, which has been set up jointly by the Community Development Foundation, the Society of Chief Librarians and the Library Association's Community Services Group. The website serves as a central pool of available information and resources, linking to the website of the Cabinet Office's Social Exclusion Unit (www.cabinet-office.gov.uk/seu/), another useful resource for those trying to unpick the accumulation of government policies, procedures and initiatives around issues of social exclusion. One such initiative is *The People's Network* (www.peoples.network.gov.uk/), a government initiative committed to delivering the benefits of lifelong learning to the entire populace, the government having pledged to connect all public libraries to the information superhighway by the end of 2002. £170 million has been committed to the project to ensure this realisation. A recommendation from Department for Education and Employment (2001, p.11) states that the information supplied by libraries "promotes a wider understanding of the world, offers individuals of all ages the opportunity to acquire new knowledge and skills and gives everyone the opportunity to enjoy a rich and varied cultural life".

Of course, concerns over social exclusion brought about by the divide between the information rich and the information poor are not confined to the United Kingdom. The published literature of many other countries demonstrates an international concern with the importance of access to information, not only in order to encourage social inclusion, but also as a contribution to the preservation of cultural identity and the upholding of the democratic process.

For example, Miranda's (2000) paper on "Cultural content and identification in the information society" looks at how the Brazilian government needs to ensure the provision of internet content that is related to democratisation, social equity, citizenship and economic development. Miranda suggests that libraries have a fundamental role in instigating democratic access to the internet. Kargbo (1999) argues that 'democratic decision making, be it at a local or national level, depends on equality of access to information.' Kargbo says that in Sierra Leone, where democracy has only recently been restored, librarians, as information professionals, can play a vital role in the development of an informed – in other words, information rich – society.

An article published in France by Fritzinger (2001) gives an overview of a conference held in Lisbon in October 2000 on the theme of combating the information poor. The conference examined society and social exclusion, the importance of continuing education and the digitization of heritage materials. A paper given at the SCECSAL XIV Conference in Namibia by Massage and Nconcgwane (2000) traces key attempts to address information problems in post-apartheid South Africa. The paper challenges the National Constitution for relegating libraries to provincial competence, thus perpetuating provincial and group inequalities.

A global perspective on the development of library and information services over the new century is taken by Umlauf (1999), envisaging an ideological information society wherein information services are dictated by the communities themselves. Umlauf (1999, p.140) suggests that 'libraries will be identified by the public they serve, not the parent institution, offering access to information rather than creating collections.' In this way, Umlauf predicts that libraries will become integrated through multimedia collections and online resources into the wider cultural and social context.

The continual development of the electronic environment, as well as the addressing of problems involved with that environment, is central in facilitating changes in access to information, both nationally and internationally. As Power (2000) observes, information technology has an important part to play in alleviating social exclusion in that it has the unique ability to share and preserve experiential knowledge and oral culture in a way that could not be made possible by print culture. For example, information technology is capable of preserving cultural heritage through digitisation.

However, this notion has its own complications. Jimba (2000) examines the development of information technology within Africa. He argues that, with information technology being developed almost exclusively in Western countries, it cannot simply be transferred to developing countries and be expected to function in a culturally appropriate way. Certain types of information are marginalised by the predominance of Western cultural information available. For example, Western science marginalises traditional African knowledge by virtue of its ubiquity in electronic formats. This situation creates a dependence on Western knowledge, and therefore exacerbates the divide between the information rich and the information poor by first ousting what information is available and then replacing it with information that may not be socially or culturally appropriate.

Jimba (1999) also argues that technology should be implemented within a social context in developing countries. Jimba is identifying the digital divide: the division between the information rich and the information poor. Whilst the digital divide exists on a national and international scale, it is in those countries struggling to develop an IT infrastructure where the digital divide becomes particularly prominent. With the inevitable global move from an industrial to an information economy, it is clear that those nations taking control of information (the information rich) have a massive advantage over the information poor. This brings about a perpetual and perpetuating imbalance of power, with information technology continuing to be biased towards those countries who are information rich and therefore reaping all the economic, social and intellectual benefits.

The real danger is that the digital divide - social exclusion on an international scale - is not a problem that can be addressed simply by securing access to technology. If anything, this runs the risk of further exiling struggling cultures. Jimba contends that the implementation of technology within developing countries should be conducted within appropriate social and cultural boundaries.

Despite the problems presented by the rapid development of information technology and its appropriate implementation, it remains true that the electronic delivery of information has the ability to provide easy and open to access to that information for all people. This is a fundamental factor in tackling social exclusion.

Whilst perhaps not meeting Jimba's ideal of the culturally appropriate implementation of technology, there are some developments in providing access to electronic information. The Bill and Melinda Gates Foundation (www.gatesfoundation.org) is undertaking initiatives to provide access to electronic information in remote communities. One such initiative is the Canadian Partnership Program, which has to date provided $18.2 million to libraries in the extremely remote communities in Canada that lie above the 60th parallel. A large proportion of the population in this area are aboriginal or members of First Nation bands or tribes. These grants are used to purchase and install computers and training labs, as well as to provide training for staff and ongoing support. The initiative continues to help residents in these low-income communities with literacy and computer skills, increased job opportunities and access to education and healthcare material. In the course of implementing the program, the foundation concluded that any long-range benefits must derive from wholehearted investment from the communities themselves in order to guarantee the success and sustainability of the project. (Erickson, 2002)

Another similar Gates Foundation initiative is taking place in Chile, where over $9 million has been given to provide training, computers and internet access for all Chilean public libraries. The "Network of Public Libraries for the New Millennium project" also receives support from local partners, including the Chilean government, the Chilean Association of Municipalities and other non-profit organisations. This program is the first effort by the foundation to provide public access to technology and digital information to low-income communities outside the North America and the UK. The project commenced in February 2002. (www.gatesfoundation.org)

What role do library journals have in addressing issues of social exclusion? There are two strands to the role that library journals can play: firstly, through the information that they convey, that is, their content; secondly, through the way in which the journals themselves are delivered or made available to those who require them.

The content of library journals should be seen to reflect current issues and trends in the information world. In fact, there are a number of journals dedicated to providing up-to-date literature on changing information trends and technological advances. However, to refer to the concept of social exclusion as a trend or a current issue would be to trivialise its importance and ongoing significance. Social equality, both nationally and internationally, should not be perceived as a passing phase or a temporary problem:

> Social exclusion is not a condition but a process. It happens when social institutions (schools, families, libraries) adopt practices and behaviours which discourage integration and fulfilment. (Raven, 2001)

Social inclusion is a concept that should be fundamental to library and information culture and ethics. As such, library journals should not risk being accused of the "take it or leave it" attitude that *Open to All? The Public Library and Social Exclusion* (Muddiman et al., 2001) identified as having existed in some libraries. Library journals are in the position of being the principal informers of the information profession. In order for social inclusion to be at the heart of the information profession's working culture, it must also become an integral part of the journals that inform that culture.

There are two ways in which library journals can work towards this. Firstly, they can encourage and support research of articles that address issues of social inclusion, social exclusion and the digital divide. For example, the *Library Association Record* has a regular column on social inclusion. Journals can adopt similar practices if appropriate, otherwise they can encourage authors to publish research that either directly examines issues of social equality, or to present research into other areas that takes into account issues of social inclusivity. In addition, as we have seen, combating social exclusion requires the allocation of resources (Vincent, 2001). Clearly, library journals have a part to play in meeting resource requirements by publishing examples of good practice.

Secondly, library journals can incorporate the promotion of social inclusion into any relevant statements of purpose, topicality or coverage. *Libraries for All: Social Inclusion in Public Libraries* (Department for Culture, 1999) calls for libraries to mainstream social inclusion as a policy priority. Similarly, rather than coming under general umbrella terms, such as "social trends", social inclusion should be integrated into library journals' strategic ambitions, and members of international editorial boards should support and encourage input towards realising this strategy. With emphasis on focused, unbiased and current content, which oversteps parochial boundaries, and by incorporating case studies and experiences of problem solving and meeting new challenges, library journals can help to convey and contribute to the wider social context.

Aside from content, library journals have a further part to play in combating social exclusion through their own formatting. According to the website NewJour (http://gort.ucsd.edu/newjour/ - accessed on 17th April 2002), there are currently 11,645 electronic journals available, and this number will continue to increase as more print journals make themselves available electronically. There are many advantages directly relating to issues of social inclusion to be gained from journals appearing in electronic format. Literature of this kind has the potential to be disseminated more quickly and easily, to a wider audience and more cost-effectively. Journals that are available over the internet can be obtained by any library or library user – at a cost. This is undoubtedly a move towards social inclusion, as, for some libraries, print journals may be unobtainable *and* prohibitively expensive. Electronic journals have made information physically available – the question now is how to overcome barriers of cost for information resources that need information but cannot afford it?

There is no easy or ideal answer to this question, most publishers' primary purpose being business and not altruism. Nevertheless, there are plenty of examples of free access to information for all people over a range of interests. For example, in the world of medicine, the British Medical Journal, arguably the most respected medical journal in the UK, is available free online (www.bmj.com), as are a whole host of other medical journals (see www.lib.uiowa.edu/hardin/md/ej.html). Biologists can access The Plant Cell (www.plantcell.org/) and Plant Physiology (www.plantphysiol.org/) free online from the American Society of Plant Biologists. In the area of information and library research, Information Research (http://informationr.net/ir/) is an international, peer reviewed electronic journal 'dedicated to making freely accessible the results of research across a wide range of information-related disciplines'. These examples are just an indication of the large amount of quality information available free-of-charge over the internet. Whilst access to journals may be charged, some publishers often provide free trials to their electronic journals. Furthermore, other, related, information can be accessed free of charge, such as Emerald's *Library Link* – current awareness for the information professional (www.emeraldinsight.com/librarylink/index.htm) and *Literati Club* – support and services for authors and editors (www.emeraldinsight.com/literaticlub/index.htm). The information from these sources can be disseminated further. Library journals could follow these examples, perhaps by making available the full text of articles that address issues of social inclusion and exclusion free online.

IFLA (International Federation of Library Associations) has established a joint steering group with the International Publishers' Association, designed to create a joint forum, which could discuss areas of mutual interest, such as freedom to publish, freedom of access to information, legal and voluntary deposit and archiving of information and so forth. One of the issues discussed by the group is differential pricing for libraries in developing countries unable to afford rapidly increasing prices for print journals or licences for electronic journals. The group hope that this, and other initiatives, such as the World Health Organisation's announcement to provide reduced charge or free subscriptions to selected journals, is the beginning of a trend. (Shimmon, 2001)

Electronic delivery means that literature can reach remote users who may otherwise be unable to visit a library. Evidently there is a section of people who remain information poor despite this – those that do not have access to a PC and telephone line or satellite connection – and this group must be addressed. Nevertheless, this must not detract from the fact that electronic delivery of material has gone some way to providing information to a section of society that was previously unable to obtain it.

A final interesting point is made by Byrne (2000) in his article "Towards a World of Free Access to Information and Freedom of Expression":

> The last half-century has seen the recognition of fundamental human rights across the world. Almost all nations, even most of the most repressed, have acceded to the Universal Declaration of Human Rights and legitimize themselves by claiming foundations in democracy, the rule of the nation's people or, at least, rule in the interests of the people … Fundamental to real democracy, the real capacity of the peoples of each nation to choose their leaders and style of government and society, is the unfettered ability to express personal

> views, to access information freely and to hear or read the opinions of others. Without that capacity, no person can truly be free. Freedom of expression, in the sense of both imparting and receiving information, is crucial to human liberty and democracy. (Byrne, 2000, p.255)

Byrne states that the preservation of information is a preservation of freedom, and that library and information workers stand for the essential principles of freedom of thought, freedom of inquiry and freedom of expression. These principles evidently rely upon ensuring that all members of all societies have access to the information that they need.

References

Byrne, A. (2000) Towards a world of free access to information and freedom of expression, *IFLA Journal,* 26 (4), p255-259

Cabinet Office (2001), Social Exclusion Unit home page, available at www.cabinet-office.gov.uk/seu/

Department for Culture, Media and Sport (1999), *Libraries for all: social inclusion in public libraries: policy guidance for Local Authorities in England,* DCMS, London. Available at: http://www.culture.gov.uk/heritage/lib1.html

Department for Education and Employment (2001) *The government's response to the report of the Library and Information Commission 'empowering the learning community'*, DfEE

Department of Trade and Industry (1999), *IT for all*, DTI, London

Erickson, C. (2002) Providing digital opportunities through public libraries: the Canadian example, *New Library World*, Vol 103 No. 1175/6 [in publication]

Fritzinger, A-C. (2001) Bibliotheques publiques et nouvelles technologies: combattre l'exclusion des 'public defavourises'. Public libraries and new technologies: combating exclusion of the disadvantaged, *Bulletin des Bibilotheques de France,* 46 (2), p98-9

Hendry, J. D. (2000) Social inclusion and the information poor, *Library Review,* 49 (7), p331-6

Jeffs, T. and Smith, M. (2001), *Social Exclusion, Joined-Up Thinking, and Individualisation: New Labour's Connexions Strategy.* Available at www.infed.org/personaladvisers/connexions_strategy.htm#_Social_exclusion

Jezzard, H. (2001) Info pros help social inclusion, *Information World Review,* 173, p1

Jimba, S. W. (1999) Information technology and underdevelopment in the Third World, *Library Review,* 48 (2), p79-83

Jimba, S. W. (2000) Information technology and the dialectics of poverty in Africa, *New Library World,* 101 (1158), p253-262

Kargbo, J. A. (1999) Democracy, information and the professional librarian in Sierra Leone, *Library Review,* 48 (7&8), p395-8

Massage, J. J. and Ncongwane, G. M. (2000) Towards a democratic and co-ordinated library and information service in South Africa, *COMLA Bulletin,* 98, p3-10

Miranda, A. (2000) Conteudos e identidade cultural na sociedade de informacao. Cultural content and identity in the information society, *Investigacion Bibliotecologica: Archivonomia, Bibliotecologia, e Informacion,* 14 (28), p150-65

Muddiman, D., Durrani, S., Dutch, M., Linley, R., Pateman, J. and Vincent, J. (2001) Open to all? The public library and social exclusion: executive summary, *New Library World,* 102 (1163/1164), p154-7

Power, G. (2000) Social exclusion: a professional issue?, *Impact, the Journal of the Career Development Group,* 3 (3), p38-41

Raven, D. (2001) More window dressing, *Library Association Record,* 103 (12), p732-3

Shimmon, Ross (2001) Can we bridge the digital divide?, *Library Association Record,* 103 (11), p678-9

Umlauf, K. (1999) Les bibliotheques au 21e siecle. Libraries in the 21st century, *Bulletin d'Informations de l'Association des Bibliothecaires Francais,* 183, p140-5

Vincent, J. (2001) Good ideas: now act, *Public Library Journal,* 16 (3), p93.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 166-118-E
Division Number: VII
Professional Group: Library and Information Science Journals
Joint Meeting with: -
Meeting Number: 118
Simultaneous Interpretation: -

The Professional Reading Habits of American Librarians

Susan M. Weaver
Library Director, Associate Professor
Kent State University, East Liverpool, Ohio, USA
sweaver@eliv.kent.edu

INTRODUCTION AND LITERATURE REVIEW

"A dramatic shift is occurring in the professional reading habits of librarians," writes Donald Riggs (1994), editor of Library Hi Tech in an editorial called "What Librarians are Seeking in the Professional Literature." In it, he contends that librarians are less interested in "philosophical, theoretical, and research-based" information and more interested in information with practical applications. He states "technology, with all its virtues, has placed an increasing demand on the workload of practicing librarians" and "...with less time for reflection and research, librarians depend on publications that are relevant and assist them in their daily chores."

Melissa Laning (1999), in "Professional Journal Reading: A Survey of Kentucky Academic Libraries" refers to the "perceived poor quality" of the literature. She writes "Two conflicting threads concerning the literature of librarianship have been established. Librarians read their professional literature; and the professional literature of librarianship is not very good." Her study of academic librarians in Kentucky set out to prove or disprove these "threads." The result was that 71.1% of the study's respondents rated the quality of the literature as "positive" or "somewhat positive." Twenty-nine percent of the librarians chose "neutral" or "somewhat negative" as their response. No one had a "very" negative opinion of the literature. Laning does not reveal whether she believes these numbers confirm or dispute previous opinions regarding the quality of the literature. Her research does confirm that librarians "read their professional literature."

Peter Hernon (1996) laments both the lack of research and the lack of quality in the research. He looks to editors to be the "gatekeepers" of the professional literature and urges them to raise the bar on the research articles they accept and publish. Hernon also contends that library issues are universal and that the profession expects library and information science journals to meet the need for information.

Stephen Lehmann's study of German library journals was conducted to "open the windows of American librarianship more widely." He contends that, not only are most Americans uninformed about the world outside the US, American librarians also ignore developments in libraries elsewhere, "often at our own peril." This isolationist perception is another thread within the library literature.

METHODOLOGY

This research project also studied the perceived quality of the literature and asked questions regarding international librarianship. Additionally, it questioned what librarians read, how they choose their reading material, and how they use the literature for their decision making. The sample consisted of librarians from the United States. The decision was made to use librarians who are perceived as leaders or activists within the library science profession so 243 names were randomly chosen from the American Library Association (ALA) Handbook of Organization. Of this number, 19 or 7.8% were returned because of wrong addresses, 4 or 1.65 were returned unusable. One hundred and sixteen valid surveys were received or 53% of the number of surveys distributed; minus the unusable and wrongly addressed surveys. The instrument consisted of 18 questions and a list of journals (respondents were asked to identify titles that they read from this list). Several of the questions were modeled after questions on the Laning instrument so that results of the 2 surveys could be compared. The software SPSS was used to tabulate the results of this research.

RESULTS

The respondents were mostly female (83.5 percent). All types of libraries were represented with academic libraries being the most abundant. Forty-six percent were academic, 28% public, 6% school, 2% special, and 18% went into the category of "other." "Other" included consultants, library faculty, editors, and administrators of regional library systems, state libraries, and professional organizations. All but two of the respondents claimed an MLS, and 14 (or 12%) also possessed a PhD.

An interesting revelation was the cumulative years of library service represented by all of these librarians. The 116 respondents represent 2,455 years of service! There is much discussion in the literature of the graying or aging of library professionals and the data in this survey could be interpreted as verifying this as a trend. The pool, however, was selected from those librarians who are active in a professional organization and this generally does not occur within the first few years of professional life. So, librarians new to the field were rare in this sample. Still, the respondents had an average number of 23 years service to libraries. The median year was 24 with a mode of 30. (see figure 1)

The study revealed that librarians believe professional reading is an important part of their professional life. Sixty-eight percent ranked it as "very important" and a total of 98% ranked it as either "very" or "somewhat important." Only 2% were neutral and less than 1 percent, or 1 person ranked it as "not so important." No one believed that it is not important at all. (see figure 2) They were also asked to rank the importance of professional reading for ideas or professional stimulation among these other sources; conferences, professional organizations, other librarians, classes or courses, or "other." Conferences was ranked as the number one source of professional stimulation by 38% of the librarians while professional reading came in second with 23%. "Other librarians" was a close third with 22%. (see figure 3)

This belief, that the literature is important and relevant, is evident in the quantity of reading that librarians do. Forty-three percent of the librarians indicated that they browse or read 3 to 4 journals per month. Another 33% read 4 to 5 journals per month. However, when presented with a list of journals and asked to the check the ones that they "usually" or "sometimes" read, they indicated far more than 3 to 5 journals. The list was comprised of 105 library and information science journals, 16 of which are electronic journals. These titles are the ones listed (recommended) in *Magazines for Libraries* under the heading of "Library and Information Science." They do not include publications that are primarily used for book selection, such as *Choice* or *Booklist*. According to the responses, librarians read an average of

13 different titles. Librarians identified another 80 unique titles under "other." Here, they often indicated titles used for book selection or titles specific to their discipline or position. For example, many academic librarians wrote in *The Chronicle of Higher Education*. Several youth services or children's librarians added journals such as *Young Children* or *Storyteller*.

It is not surprising to learn that 4 of the 5 journal titles that were most often selected as "usually" or "sometimes" read are journals published by the American Library Association. Figure 4 indicates the top choices:

Figure 4

JOURNAL	**Usually read (N)**	**Sometimes read (N)**	**Total % of readers**
American Libraries	93	14	92%
Library Journal	58	35	80%
College & Research Libraries	43	21	55%
College & Research Libraries News	43	14	49%
Library Administration & Management	22	31	46%
Library Trends	15	35	43%
Computers in Libraries	16	34	43%
Journal of Academic Librarianship	17	30	41%
Library Hotline	33	12	39%
Public Libraries	26	16	36%
School Library Journal	26	14	35%
Reference & User Services Quarterly	22	14	31%
Library Quarterly	12	21	28%
Library Hi Tech	5	26	27%
ALAWON (e-journal)	21	9	26%
VOYA	16	12	24%
Journal of Youth Services	15	11	23%
Information Technology and Libraries	15	11	22%
Against the Grain	6	20	22%
Library Technology Reports	5	18	20%
Library of Congress Information Bulletin	11	11	19%
Library Resources & Technical Services	10	12	19%
The Reference Librarian	8	14	19%
Collection Management	3	19	19%
RSR	6	15	18%
IFLA Journal	4	17	18%

A comparison of this list with lists compiled in 1973 (Swisher, 1982) and 1993 (Laning, 1999) reveals that several titles have maintained their popularity through the years. These are: *American Libraries* (first on all lists), *College & Research Libraries*, and *Library Journal*. New to this list are several technology titles; *Library Hi Tech, Information Technology and Libraries*, and *Library*

Technology Reports. *Computers in Libraries* appeared on the 1993 list as well as this list. The 1993 list also included the technology titles, *CD-ROM Librarian* and *Online*.

Librarians subscribe or receive from professional memberships an average of 3 journals. They also read journals purchased by their libraries, from other libraries, or use the library indexes to seek out articles of interest. When using indexes to find specific articles they are most often looking for information to solve a problem within their own library; 64% use the indexes for this reason. Nearly half seek out specific articles for their own professional growth or curiosity and approximately one third seek information to use for presentations or publication.

Still, with all this reading going on, 60% of the librarians said the amount of reading they do is insufficient! When presented with a list of possible circumstances that might allow for increased reading, the favorite response was "scheduled reading time at work (55%)." Other choices with frequent responses were "more topics in my interest area" and "improved quality of the literature." The other choices were selected by less than 20% of the respondents. These choices were: lower journal costs, table of contents service, more purchases by my library, encouragement by supervisors, and other (a write-in choice). Interestingly, 16% of the respondents wrote in "more time" under "other."

Once a journal is received or selected to read, most librarians (48%) browse the journal and read only articles that interest them. Almost a fourth (23%) flip through the journals and read some or all of every article. Another fourth (27%) skip browsing and use the Table of Contents to select articles to read. Very few librarians, only 4 in the sample, said they read the entire journal.

Librarians were asked to identify the types of materials that they are most likely to select to read. Sixty-one percent said they look for articles that pertain to their work life, whether they are research articles or simply articles with practical applications. Research or practitioner articles on varied topics are less favored with less than a quarter of the respondents identifying them as "likely to read." The second favorite topic was news articles (46%). Many librarians are also interested in the profession (39%) and editorial or opinion pieces (39%). When asked if the fact that a journal is refereed is important, they were evenly split. Half said it is important, the other half said "no." Several who indicated that it is important stated that, for them, "refereed" equated to improved quality. Other comments made it clear that many readers believe it depends on the purpose of the inquiry. As simply stated by one respondent, "Depends, for research yes, for practical purposes, no." Another commented, "I read what is useful and I am my own referee." Several questioned what was meant by the term "refereed journal."

Whether librarians give a high or low rating to the quality of the literature is open to interpretation. Laning inferred that the percentage of librarians giving a positive or somewhat positive rating to the literature in her study was low at 71.1%. Some might argue that 7 out of 10 is not bad! This study revealed that 60% of respondents rated the quality as "very high" or "high" which indicates the perception of the literature quality is dropping. Nearly one third rated it average and 6% said it was "somewhat low." Less than 2% said it was "low" in quality. As stated earlier, one quarter of the respondents said they would "read more" if there was an improvement in the quality of the literature.

Another issue of interest in this study was whether or not librarians see library issues as being universal as does Peter Hernon. Respondents were asked if they read articles that dealt with international issues and were then asked why they answered as they did. The responses were divided into the broad categories depicted in Figure 5. The majority of the librarians, 66%, said they do take interest in international issues and the most common reason given was that libraries are part of a "global community." The essence of the following two comments appeared on many surveys: "We are all a part of the same profession and having a global perspective is important, especially now. It increases my understanding of issues facing others and gives me a heightened appreciation." Or "We are more "global" than we were a decade ago. It's vitally important to all disciplines." Of those respondents who said they did not read about library issues facing other nations the most common reasons were "lack of time (12%)" or "not relevant to what I do (13%)." These two answers are interrelated. The following is an accurate paraphrase on many of the comments: "It is not that I am not interested, it is simply that there is not enough time to read everything. So I concentrate on information from similar institutions that will help me in my own job." Some, such as a librarian from a correctional institution, pointed out the lack of comparative situations outside the US. A few felt that US libraries were more advanced and had more to offer to the literature. Other commenters chastised this type of thinking with comments such as "unfortunately a lot of US librarians are focused nearly exclusively on their own backyard." And "sadly, librarians often do not rise above the "cluelessness" of the general public."

Survey participants were also asked if they thought the events of September 11 would have any impact on the interest in international librarianship. The majority, 39% said it would have no impact. Only 26% answered yes and 35% were uncertain. However, many of the respondents who answered "uncertain" commented that it should have an impact but stated they were uncertain if it would, once again referring to the isolationist attitude of many Americans. Prevalent comments were similar to the "global environment" comments for the previous question. A significant number mentioned that librarians have a moral obligation to offer our patrons many viewpoints and up-to-date information on world affairs and that September 11 served as a harsh reminder of this responsibility. Other commented that the Patriot Act is a result of September 11 and that librarians should show concern for a free press and freedom to read regardless of where the reader resides.

DISCUSSION

In many aspects, this study confirms the findings of earlier studies or research. Librarians still read their professional literature and they are still critical of the quality. But this study revealed some other details that may help to guide in the improvement of the literature. Librarians obviously want to read more but "lack of time" is the big deterrent. Combine this with the fact that most chose their reading material by browsing a journal. One solution might be a simple as concise and accurate abstracts to articles in order to assist the reader in moving quickly to the desired information. Editor G. E. Gorman (2000) rightfully bemoans the lack of an abstract from many Asian writers and the "mini-discourse" provided by American authors. He suggests that an abstract of 100 words is appropriate. Library administrators should also know that the most desired information is that which will assist the employee in performing job duties. Yet heavy workloads, which were implied by many, prohibit employees from reading this information and so change and improvement are delayed.

Another finding is that most US librarians are interested in information science issues worldwide. Geographical borders have blurred and literary borders must do so as well. Several respondents mentioned that they see more articles on libraries outside the US in the literature so perhaps there is a trend in this direction. Yet an equal amount said they would read about the international library issues if only they had access to such information!

Obviously, the purpose of the literature is to share information and librarians read it to improve their libraries or themselves. The more that is known about how librarians "use" the information, the more likely it is that the professional literature will improve in ways that will facilitate this professional growth. This study asked why librarians read, what they read, and how much they read. Further research is needed to explore how this accumulation of knowledge (or information) that is gained from reading is used to create change.

REFERENCE LIST

Gorman G. E. (2000). Authors and Editors of Library Science Journals: Reflections from an Asia/Pacific Context. *Libri*, 50, 98 - 103.

Hernon, P. (1996). Editorial: Publishing Research. *Journal of Academic Librarianship*, 22, 1 - 2.

Laning, M. (1999). Professional Journal Reading: A Survey of Kentucky Academic Librarians. *Kentucky Libraries*, 63, 16 - 21.

Lehmann, S. (1995). Library Journals and Academic Librarianship in Germany: A Sketch. *College & Research Libraries*. 301 - 312.

Riggs, D. (1994). What Librarians are Seeking in the Professional Literature. *Library Hi Tech*. 12, 5.

Swisher R. & Smith, P. C. (1982). Journal Read by ACRL Academic Librarians, 1973 and 1978. *College & Research Libraries*. 51 - 58.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 081-119-E
Division Number: VII
Professional Group: User Education
Joint Meeting with: -
Meeting Number: 119
Simultaneous Interpretation: -

Learning about learning rather than about teaching

Sharon Markless
Independent Consultant and Senior Associate, Information Management Associates - formerly a University Senior Lecturer in Professional Development, Twickenham, UK

Abstract:

This paper draws on the experiences of the author during the past fifteen years of working primarily with school, college, university and health librarians, but with occasional forays into the public and special library domains. It is written by an educationalist and teacher trainer with an interest in library development; someone who has never run a library but who has researched into them and has supported library-based action research; someone who is not a librarian but who has designed and facilitated innumerable in-service courses for librarians.

The paper argues that teaching in libraries is too often mired in a traditional view of teaching as information-giving; that sessions run by librarians often actively flout many of the principles that underpin effective adult learning (usually with the best of intentions and informed by the need to cram in a lot into a short space of time); that teaching courses for librarians usually focus on practical teaching techniques to the detriment of an understanding of learning theory. This paper asks what is fundamental to the enhancement of librarians as teachers? It argues that anyone who teaches needs to begin with insights into learning. Learning theory is not an optional extra. The paper then explores some of the relevant theories that can be used to support good teaching in libraries because "there is nothing so practical as good theory". Finally, the paper looks at some different models of librarian in-service support used by the author in different contexts.

"It makes no sense to decide how one is going to teach before one has made some study of how people learn." (Sotto 1994)
"...teaching is not just a practical skill which requires no thought and no education, only training." (Hammersley 1991)

Learning theory in teaching

For the last fifteen years I have been working with professionals to enhance their teaching. This has entailed observing and giving feedback on hundreds of lessons taking place in classrooms, libraries, police stations, army ranges and operating theatres. (The professionals on my courses include police officers, nurses, hospital consultants and university lecturers as well as education, health and public librarians.)

One common feature has emerged from these different contexts: the tendency of knowledgeable professions to focus on the information/skills that they wish to impart and to structure their teaching according to the logic of the content. Sessions are very rarely planned with regard to principles of learning. The professionals I have worked with are obviously concerned about their students' learning. However their lessons embody 'traditional' ideas about the relationship between teaching and learning (often reflecting how they were taught), characterised by 'teacher' control of pace, content and sequence and a lot of student listening/watching/repeating the steps demonstrated. (It is interesting that one-to-one sessions display these characteristics much less frequently.)

I have discovered that the biggest contribution that I can make to the quality of a teaching session is to talk about learning and the needs of learners so as to make the point that each individual needs to think through his/her role as a teacher in relation to the learner and not just in relation to the knowledge to be passed on. In my experience, once professionals really grasp the complexities of learning and have explored some learning theory, they are able to analyse their own teaching in a different way, using new frameworks and criteria. They can enhance what they do, not by incorporating techniques and tips that might not be appropriate to their contexts, but by taking up ideas about effective support for learning.

An understanding of learning enables and empowers people whose primary job is not teaching. It gives them insights into why things might not be going as planned and a robust framework to inform decisions about how to proceed and what to change. It also shows teaching to be the intellectually challenging activity that Martyn Hammersley alluded to in the quotation at the beginning of this paper. When teaching is perceived in this light it cannot become routine or repetitive. Each session is focused on connecting with a group of learners and on trying to make their learning as effective as possible: a challenging and stimulating task.

It is difficult to persuade librarians (and others) to engage with learning theory. They come expecting to be told how to teach and how to plan lessons, write objectives, deal with difficult students and use certain activities. In his book *The Courage to Teach* Parker Palmer (1998) tells how he is often asked *"Wouldn't it be more practical... to offer tips, tricks and techniques for staying alive in the classroom; things that ordinary teachers can use in everyday life?"* He is puzzled by such questions, believing that *"the most practical thing we can achieve in any kind of work is insight into what is happening..."*

When I ask groups of librarians to tell me about their really good teachers it is obvious that good teaching cannot be reduced to a package of techniques. Some of the teachers they talk about lecture a lot, others say very little; some use a lot of activity, others quietly stretch the imagination; some challenge, others are always supportive. What make these teachers good is not the techniques or the approaches that they use, but their ability to connect with their subject and with their students. Some research undertaken by Eric Sotto (ibid) vividly emphasises the point. Students were asked to nominate their best and worst teachers. All the teachers were then sent the same questionnaire about aspects of teaching (lesson planning, managing groups, classroom organisation etc.). The 'best' and 'worst' teachers sent in similar answers to the questions. They all knew 'how to teach'.

Parker Palmer (ibid) sees this as very good news for all those who have to teach. *"If teaching cannot be reduced to technique... I no longer have to suffer the boredom of sitting through 'how to do it'* *catalogues.*" He believes that this is liberating for all teachers since they no longer have their individual gifts/strengths/personalities crammed into an ill fitting jacket of prescribed approaches. We can each decide what will work best for us, choosing different plans to create the conditions and structures that enable students to learn. But this is only possible when we develop a real understanding of how learning occurs and a real interest in and curiosity about our students and their learning.

Learning is a huge subject. Even those wanting to be full-time teachers only scratch the surface in their initial training. So where should librarians begin? If I believe that developing librarians' insights into how people learn is fundamental to developing librarians as teachers, what elements of learning theory will do the best job? This is a difficult question as I am not sure that a pre-packaged list of tips about learning is much better than a pre-packaged list of techniques for teaching. However there are some things that have proved genuinely helpful to librarians, enabling them to look at their own teaching in a fresh light, to understand what was happening in their sessions and to move forward with more confidence and enthusiasm – after all, learning about learning and how to support it is fun!

How do you learn?

We all know a lot about learning. We have spent years in learning enough to get to this room today. Much can be achieved by talking to people about how they learn, how they see themselves as learners, what they think their strengths are as learners and the impact of context and content on how they learn. It is interesting how rarely people who teach stop to consider themselves as learners. Focusing on specific positive and negative learning experiences can help professionals to remember the complex nature of learning and to identify what can support and what can inhibit learning. I have found that librarians can easily identify these factors – yet lose sight of them when planning teaching. Often when discussing these issues, library induction raises its head.

From their own learning experience librarians know the crucial importance of relevance, timeliness, real needs and consequences - not to mention active participation, feedback and achievement. The importance of these elements in learning is supported by research into adult learning (see, for example Jarvis:1995 or Tight:1996). Most induction sessions are structured to actively ignore these factors! Enhancing the quality of library induction is not about devising more brief activities or ever slicker performance (using video, Powerpoint, etc.) but about recognising the need to build the learners' needs and priorities into induction. With this focus, induction might look quite different: engaging students in discussion about their expectations of the library or about experiences of using libraries; working to meet the information needs that students have at the time (finance, accommodation or the best clubs are likely to be at the forefront of students' minds in their first academic term!); or involving them in looking at how they currently find things in libraries and whether they can become more effective and efficient. It is possible that students might learn something about using the library from such an approach.

Discussion with librarians about their experience of learning provides an opportunity to consider the nature of learning – a contentious subject. How important are changes in behaviour? Are we trying to promote insight and understanding or the ability to remember where things are and how to use the library catalogue? Beliefs about learning and how it occurs anchor decisions about which teaching strategies to use. I believe that it is vital for anyone who teaches to become conscious of, and reflect on, their beliefs about learning and their learning legacies. Assumptions about what a 'good' teacher does, based on beliefs about education and knowledge, manifest themselves to learners – even if we are not fully aware of them.

Librarians usually claim that when they are teaching they encourage student activity and participation. When we look at what they actually do, the librarians are often surprised to find that they carry around with them images that reinforce the transmission model of learning (a legacy from their own experiences).

The idea of learning as the individual and social construction of knowledge, (in which learners talk, reflect, explore, are challenged and work on real problems) has not been internalised. However, it could be argued that this concern for inner meaning does not offer the most productive approach to learning. An alternative is the Behaviourists approach which focused on altering behaviour through a sequence of stimulus/response/reinforcement activity. In this view of learning, the teacher sequences what is to be learned into small steps, feeds the content in gradually as the learners demonstrate that they have grasped the previous segment. Whilst I believe in learning as a search for personal meaning, that is not the issue here. Each individual can work out their own understanding of how learning occurs and reflect that understanding through their teaching. What inhibits teacher development is the tendency to plan teaching without understanding the differing views of learning. Over the years, numerous librarians have been surprised when they realise that the vast majority, if not all, of their teaching sessions reflect a behaviourist view of learning. On teaching courses for librarians' we often re-plan sessions using a cognitive or humanist view of learning and the results can be startling.

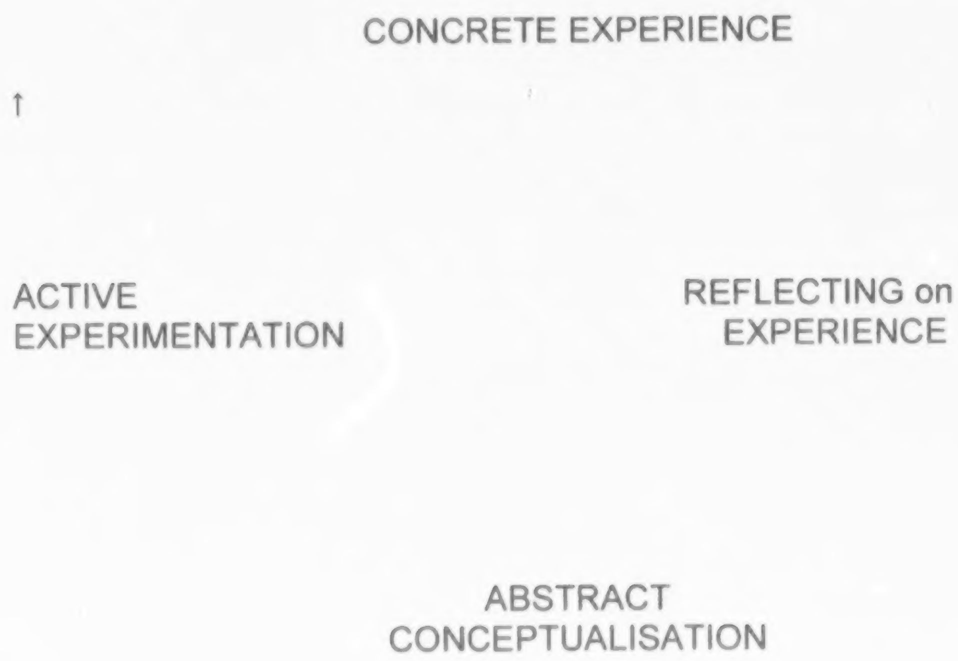
(For accessible discussions about alternative approaches to learning see, for example Entwistle, W and Hounsell: 1975; Curzon: 1990; Jarvis: 1995.)

Scaffolding

Although it may not always appear so, learners have developed search strategies by the time they enter your libraries. During a British Library-funded research project on the effective school library (Streatfield and Markless: 1995) we were observing in a secondary school library and afterwards talked to the librarian about how she worked with the 11 year olds when they first arrived at the school. She said that, because the pupils came from so many different primary schools and her library was much bigger and more complex, she started from scratch with them all. She assumed that they knew nothing and taught them about the layout of the library, classification, using the catalogue etc. We had previously observed in one of the local primary schools and knew it to be excellent in introducing children to books, libraries, reading and research. Because the children were not given a clear opportunity in the secondary school library to show what they could already do, they acted as if they could do very little. This is not an isolated example. Years of observation in school college and university libraries have demonstrated a lack of scaffolding in learning. Over and over again students are told or shown how to use the library and the technology. They are somehow expected to graft a new layer of information onto their existing conceptual framework without seeing how the two relate. Research into learning shows this to be a fundamentally misconceived approach. As Ausubel said, thirty years ago *"The most important single factor influencing learning is what the learner already knows; ascertain this and teach him accordingly"* (Ausubel:1968). Learning occurs most effectively when learners are able to 'scaffold up' from what they already know and can do. This means providing the opportunity very early in a session to enable the learners to tell you, or preferably to show you, the search strategies that they already use. Discussion about how to enhance existing strategies – the bits to change – is much more likely to be internalised when it builds on what learners already know.

Another approach to this concept of scaffolding is found in Kolb's experiential learning cycle. (Kolb: 1984).

Figure 1: The experiential learning cycle



Kolb (1984)

Although this model of learning should not be taken as a blueprint for all planning or as a rigid step-by-step view of how all learning occurs, it does make it clear that certain components are crucial to enabling learning:

> *concrete experience* – actually doing an activity, for example, searching a database, finding your way around a library or remembering a specific occasion when you did it
>
> *reflection* – on **how** the activity was carried out. The right answer or result is not the point here. Learners need to recapture the **process** of searching/finding/evaluating to reflect on the steps they took to get the answer or result. Only then will it be possible to explore alternatives or more effective and efficient strategies that they might use. Peer discussion of processes can be very powerful. However, it can be difficult to recall what we actually did: therefore the role of the librarian should be to facilitate this process. Librarian observation, simple search strategy sheets recorded by the learners during the search, or peer observation can be used to capture the approaches used.
>
> *abstract conceptualisation* – the 'what does this mean to me?' stage. It is important for the learners to make sense of their reflections, for instance by asking 'What will I do differently in future?' 'Which bits of my strategy are OK, what should I fine tune?'

active experimentation – try it out or, if time is limited, plan how to take what has been learnt further next time.

Effective learning is best supported by linking together doing, reflecting and conceptualising. These elements appear time and time again in the writings of major theorists in adult learning. The librarians starting on my teaching courses may have come across the experiential learning cycle but they have not tended to see it as crucial to supporting learning. They have often not understood the importance of introducing an activity early in a session to enable learners to build on existing strategies: reflection on process is also often lacking.

The Experiential Learning Cycle offers an example of the practical nature of good theory. The Cycle provides a solid foundation on which to design learning activities, whilst allowing room for the teacher to choose the precise techniques. It shows how to put the learner at the centre of the session.

An example of how the use of learning theory can make a real difference occurred when I was asked to help re-design some workshops for doctors. The health librarians had been running sessions on searching within an evidence-based medicine framework. They had tried different techniques, had planned carefully, had identified their objectives and were enthusiastic about the topic. However it was not working as well as they had hoped. We discussed scaffolding and experiential learning. They decided to turn the session round and begin with the doctors, in small groups, carrying out an electronic search to answer a question that they formulated themselves. The computers were set up to record the search process. After some time the groups got together to look at their answers and their search strategies (captured electronically). A fascinating debate ensued comparing different approaches, the time taken and the quality of the results. The librarians contributed their expert knowledge at this point, not earlier. Without a grasp of learning theory, this approach would probably not have been tried. Even if the approach had been considered I suspect that it would have felt 'risky' without a good theoretical base to justify it.

Problem solving

There has been talk about deep and surface learning for a number of years. (Entwistle: 1992). Questions have been asked, particularly in higher education, about what we are trying to achieve: what type of learning we seek to promote. The librarians that I have worked with over the past fifteen years have tended to agree that their students need to be able to display a range of strategies in order to use resources effectively. Rote memorising of set procedures and routines, the regurgitation of facts and the passive acceptance of information (surface learning) will not take learners very far in the modern information environment. Librarians want to enable students to critically interact with information, to understand the key stages of the research process and to formulate those search strategies best suited to the task in hand (deep learning).

Penny Moore, in research undertaken with primary school pupils (Moore: 1994) found that many research lessons and research tasks demanded *"a fairly superficial interaction with information"* and that newer approaches to teaching information skills *"do not address the complexities of information retrieval and use as experienced by many people"*. (Moore, ibid). Students had learned a sequence for finding information (surface learning) but "if any part of the sequence failed they often seemed surprised and confused". She concludes that *"if we are to improve their abilities in finding and using information, we should make explicit the problem-nature of the task*".

A problem-solving approach lies at the heart of deep learning, whose other key elements include relating ideas to previous knowledge and experience, and critical interaction with information. Unfortunately, many librarian-led courses or sessions seem to be constructed to promote surface learning, although librarians say that they are trying to encourage problem-solving strategies. This is partly because they use a transmission model to teach these strategies rather than 'activity, refection, feedback'. If we want learners to develop the ability to act flexibly and effectively when they interact with resources (deep learning), a problem solving rather than subject-based approach should be adopted. (In this case 'subject' refers to topics such as evaluating websites, surfing the Internet, or doing a literature search). Daines (1992) observed that *"Adults learn from problems rather than from subjects"*. Such a simple insight can have far reaching impact on teaching. It does not dictate which problem-solving techniques to use (case-studies, simulations, evaluation of data) but does lead the teacher to base lessons round information problems.

Learning Preferences

An increasing focus on the learner and learning, rather than on teaching, can usefully lead to some consideration of how learners differ in their approaches to learning. This is a subject that has been growing in interest for some time. The work on multiple intelligences (Gardner: 1983); research into learning styles (Kolb: 1976; Honey and Mumford: 1992); and work on cognitive styles (Riding and Rayner: 1998) together present any teacher with a range of ideas about how style preferences affect learning. This research was not designed to label learners; rather, it provides a useful tool for reflection on one's own teaching practice. The way in which an individual teaches can be heavily influenced by how they prefer to learn. If someone has a strong preference for a well structured, logical instruction in their own learning, they will tend to plan their teaching to reflect this approach. They are unlikely to teach using open-ended, unstructured activities. However this might present problems to some learners. Many of the librarians who attend my teaching courses find the exploration of learning styles the most illuminating element of the course – and more directly practical in developing their teaching than sessions looking at teaching techniques. The exploration enables librarians to see hitherto unrecognised patterns in their lessons and to understand why some students seem unable to connect with the activities or presentations that they have planned. The research also provides a framework within which to think about how to extend the range of teaching strategies: in order to introduce more variety into teaching, some librarians I have worked with have used learning styles theory to help them develop back-up materials to be used in the event of a lesson not working out as planned.

The elements of learning theory that I have briefly introduced in this paper only scratch the surface of what has been written about learning. When I have time, for example on the MA (Education) course that I ran for librarians, I explore many other aspects of learning before beginning to consider how to teach. But even on a one-day course on teaching, I spend **at least** half the time looking at learning. The more I work with professionals who do some teaching, the more I become convinced that this is not an optional extra. The aspects of learning outlined so far are those I concentrate on when I have limited time with any group. I am told that these insights make a significant difference to how the group members view teaching and how they go about it.

Developing librarians as teachers: some in-service approaches

All the in-service provision that I am involved with has a strong learning focus, whether it lasts for one day or is part-time over three years. My intention throughout is to provide librarians with a strong enough theoretical base to enable them to take *"Reasoned action"* (Carr: 1995), that is, the ability to determine what ***ought*** to be done in a teaching situation and to justify it if necessary, rather than ***how*** to do something. I want librarians to go away from my in-service having the ability to be appropriately flexible. This means that, as well as exploring elements of learning theory, there is an emphasis on refection on teaching and on researching into one's own teaching. Lawrence Stenhouse (1975) believed that research strengthens teacher's judgement and enables self-directed improvement of practice: *"It is difficult to see how teaching can be improved ... without self-monitoring and research on the part of teachers."*

BEST COPY AVAILABLE

Here is an outline of some of the types of in-service provision that I facilitate:

Short courses (two to three days)

Most of the first day is spent exploring the learning theories outlined in this paper and using new understandings to illuminate current practice. After brief discussion of session planning and different teaching strategies the librarians pair up to plan a thirty minute teaching session on a topic of their choice, which is run on day two. A gap of at least two weeks is left between the days. Each pair teaches their session to the other course participants. They get feedback from their 'learners' and from the trainer. The feedback is practical, but refers to learning theory to explain the issues that emerge. The rest of the course is spent looking at how learning occurs in groups. On the three day courses we move into assessment and evaluation.

e-Learning

For the past two years there has been a national training programme to support school librarians as they develop the use of ICT within their libraries. The Library Association ICT Training Consortium (the name has not changed!) which I helped to create, took a strong developmental approach to the training. One of the on-line training programmes that I wrote looks at teaching information skills. This begins with an activity to encourage librarians to examine how they learn and then to observe some of their pupils learning. Observation and reflection are strong themes throughout the module. Work with pupils and teachers is expected, as is discussion with other librarians via a chatroom. The module attempts to embody good learning principles and thus to encourage librarians to use these principles in their own practice. Librarians are expected to move on from their current position, not just to carry out tasks irrespective of their current practice.

Education Librarians' Action Research Group

A number of librarians, who had successfully completed the MA Education course which I designed, wanted to continue developing their practice. They decided to form an action research group that would meet regularly and asked me to facilitate this. We decided on the action research format because it involves the practitioner in a systematic process of investigation and development within their work context. Learners and teaching colleagues have to be involved as the librarian seeks to understand what is happening and to find ways of improving the quality of their actions. Learning theory provides ideas for alternative strategies. Members of the group report on their research, receiving help and suggestions from each other. Individuals have developed a range of new practices, for example, new ways of collaborating with colleagues, new approaches to facilitating homework clubs and active involvement in delivering the new national literacy strategy.

These in-service opportunities have real impact as librarians become more open to their learners. The use of action research, observation and reflection presuppose a real curiosity about how learners see things, about learner priorities and about how people learn. Most libraries (public, health, education and special) are now in the business of supporting learning at some level. How will this be effective if librarians do not have a good understanding of learning? It is interesting to note that Library Schools in England do not appear to teach any learning theory. As librarians are increasingly called on to do more teaching or facilitation of learning, this is a sad oversight!

REFERENCES

AUSUBEL, D. (1968) *Educational psychology: a cognitive view* New York, USA: Holt, Rinehart

CARR, W. (1995) *For education: towards critical educational enquiry* Buckingham: OUP

CURZON, L.B. (1990) *Teaching in further education* London: Cassell

DAINES, J. et al. (1992) *Adult learning, adult teaching* University of Nottingham

ENTWISTLE, N. (1992) *The impact of teaching on learning outcomes in higher education* Sheffield: CVCP

ENTWISTLE, N. and HOUNSELL, D. (1975) *How students learn: readings in higher education* University of Lancaster

GARDNER, H. (1983) *Frames of the mind: theory of multiple intelligences* London: Basic Books

HAMMERSLEY, M. (1991) 'An open letter' *Education Action Research (3)* 1

HONEY, P. and MUMFORD, A. (1992) *The manual of learning styles* Peter Honey

JARVIS, P. (1995) *Adult and continuing education: theory and practice* London: Routledge

KOLB, D.A. (1984) *Experiential learning: experience as a source of learning and development* London: Prentice Hall

MOORE, P. (1994) 'Information problem-solving: a wider view of library skills' *J. of Contemporary Educational Psychology (10)* 4.

PALMER, P.J. (1998) *The courage to teach: exploring the inner landscape of a teacher's life* San Francisco, USA Jossey-Bass

RIDING, R. and RAYNER, S. (1998) *Cognitive styles and learning strategies* London: David Fulton

SOTTO, E. (1994) *When teaching becomes learning* London: Cassell

STENHOUSE, L. (1975) *Introduction to curriculum research and development* London: Heineman

STREATFIELD, D.R. and MARKLESS, S. (1995) *Invisible learning: the contribution of school libraries to teaching and learning* London: The British Library

TIGHT, M. (1996) *Key concepts in adult education and training* London: Routledge

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 082-119-E
Division Number: VII
Professional Group: User Education
Joint Meeting with: -
Meeting Number: 119
Simultaneous Interpretation: -

"What the ACRL Institute for Information Literacy Best Practices Initiative tells us about the librarian as teacher"

Cerise Oberman
Dean of Library & Information Services
SUNY Distinguished Librarian
Plattsburgh State University of New York
Plattsburg, USA

How many times have you heard the same institution's information literacy program cited as an exemplar in the field? How many times have you wondered why a particular information literacy program at an institution works so well, while others never really take hold? How many times have you thought about whether you had all the right ingredients at hand to shape an effective information literacy program? How many times have you thought about what makes a quality information literacy program? Ironically, we all seem to "know" a good information literacy program when we "see" one, but are less clear on what makes it so. Unfortunately, to date, there has been scant attention to the critical components that comprise a successful and sustainable program.

In response to this existing vacuum, the Association of College & Research Libraries' Institute for Information Literacy undertook the "Best Practices Initiative: Characteristics of Programs of Information Literacy that Illustrate Best Practices." The project's goal is to systematically identify and test the key elements essential for a successful institutionally supported information literacy program. Institutionalizing information literacy programs is one of the known components of successful programs; it requires all facets of the college or university—the administration, the classroom faculty, and the librarians—to embrace the concept of information literacy. Therefore, it is the institution, rather than the individual, that "Best Practices" is specifically designed to address.

The "Best Practices Initiative" was one of the three initial projects that the Institute for Information Literacy targeted for development. In 1999, the Institute for Information Literacy was founded as part of the Association of College & Research Libraries, a division of the American Library Association. The Institute is dedicated to playing a leadership role in assisting individuals and institutions in integrating information literacy throughout the full spectrum of the education process. [i] Its goals are broad based:

- prepare librarians to become effective teachers of information literacy programs;
- support librarians and other educators and administrators in playing leadership roles in the development and implementation of information literacy programs;
- forge new relationships throughout the educational community to work toward information literacy curriculum development;
- offer opportunities for growth and development in the changing field of information literacy.

The "Best Practices Initiative" directly embodies and reflects two of the Institute's goals. First, "Best Practices" calls upon the expertise of librarians and educators to work together to create a new framework for information literacy. "Best Practices" has forged new relationships throughout the educational community during the initiative's development and testing phases, specifically relationships with classroom faculty and academic administrators. Second, the "Best Practices Initiative" is providing leadership to the educational community through its goal of establishing and testing the theory of best practices for information literacy. Although I hesitate to prejudge the ultimate outcomes of the "Best Practices Initiative," my educated guess is that it will provide educational communities a set of institutional building blocks that will enable different academic constituencies to better design, assess, and implement information literacy programs.

The "Best Practices Initiative" asks a simple question: Is there a unique set of criteria that exists for all effective information literacy programs despite the differences in the types and sizes of institutions? To answer this question, the "Best Practices Initiative" Project Director (and driving force behind this project), Tom Kirk from Earlham College (The information literacy program at Earlham is widely viewed as one of the most successful information literacy programs in the United States), proposed a three-part program to investigate the question.[ii]

Phase I was a conceptual phase. In this phase, the challenge was to develop a set of characteristics that, at least theoretically, should be present in all successful instruction programs. To accomplish phase I, a project management team of eight academic instruction librarians, instructional technologists and classroom faculty was constituted. The project management team was supplemented by a broader-based advisory group of sixteen professionals. They worked collaboratively for twelve months, employing the Delphi technique, to craft the initial draft of "Best Practices." This draft was then made available to the information literacy community at large for input and comment. Fifty-three individuals took advantage of that opportunity and provided over two hundred additional contributions. The end result of the process was the publication of Working Edition of Best Practices, issued in March 2001.[iii]

The Working Edition of Best Practices identifies ten categories of best practices that should be considered in assessing an academic information literacy program. As you might suspect, these traits cover a broad spectrum of concerns. They range from having a mission statement for information literacy programs to assessing the outcomes of the program. Three of the characteristics, 30% of the best practices identified, deal directly with issues of program design and delivery. My selection of these particular categories might be viewed as somewhat arbitrary, since all of the characteristics involve librarians to one degree or another. However, separating the administrative structure of programs inherent in such categories as mission statements, goals and objectives, assessment, etc., from the qualities of designing and delivering instruction leaves three categories that directly address pedagogy and curriculum development.

BEST COPY AVAILABLE

While I am examining these three categories through the lens of librarian-as-teacher, it is critical to understand that the "Best Practices" is not intended to be used exclusively by or applied exclusively to librarians. Rather it is intended to be a document that speaks to the best practices in an information literacy program regardless of who initiates the program or teaches in the program. Seen from this perspective, the three categories I have selected, "Articulation with the Curriculum" "Collaboration with Classroom Faculty" and "Pedagogy," provide a basis for broad discussion and interaction between librarians and disciplinary faculty. The focus of this paper, however, is examining these categories and characteristics in relation only to the librarian-as-teacher.

As I have read and thought about each of these, it has become clear that there are a series of underlying assumptions embedded in the characteristics that amplify each category. These assumptions, I believe, need to be recognized by the librarian-as-teacher as a prelude to achieving best practices. In other words, "Best Practices Initiatives" cannot be implemented cookie cutter style. Rather, librarians need to first understand the implications behind them.

Let me begin with the first of these librarian-as-teacher categories, "articulation with the curriculum." This best practice initiative says, "Articulation with the curriculum for an information literacy program should

- be developed with and integrated into existing academic and vocational programs in collaboration with departments, rather than solely with individual faculty;
- place the emphasis on students learning in the context of other courses and subjects;
- use teaching methods most appropriate for the educational environment of the institution;
- integrate information skills literacy [sic] throughout a student's academic career rather than as a one-time experience;
- progress in complexity as students move through their academic experiences."[iv]

The first two characteristics assume that the instruction librarian is deeply familiar with the curriculum of the institution, its majors, minors, and, necessarily, individual courses that may lend themselves to information literacy. I, myself, came to recognize the importance of knowing this in a rather startling encounter early in my career. I was having lunch with a director of one of the University of Minnesota Libraries in 1982. I was working in the education/psychology/music/art library, so it was most appropriate for the director to ask me, "What is the focus of the psychology curriculum at the University—clinical or research?" It was clear he was testing me and I failed that test abysmally. Not only did I not have a clue, the very idea that this type of information should be relevant to my work came as a surprise. I was deeply embarrassed. But I instantly learned that understanding the institution's programs of study had to be the foundation for discussing, designing and teaching information literacy. Other disciplinary examples abound: is the education department focused on secondary or primary education, or both? Does the art department emphasize art history or studio art? Knowing differences exist, let alone what they are at a given school, presumes a level of disciplinary awareness on the part of the librarian. This is no simple task. At a minimum, this requires librarians to understand the scholarly information patterns in different disciplines in order to determine the bibliographic structure of a discipline. In addition, librarians must be keen observers of curriculum developments on their campuses. Ideally, librarians should be actively involved in the institutional governance process that oversees curriculum, and take the time and make the effort to regularly interact with colleagues outside the library.

These characteristics also presuppose that the instruction librarian understands the risk of developing a program based merely on personal relationships. Regrettably, this happens all too often. A typical scenario finds instruction librarians developing strong working relationships with a host of individual classroom faculty. They consult on integrating information literacy assignments, they team-teach, and they even grade work together. However, it is impossible to sustain an information literacy program on personal relationships. Indeed, such personal relationships do not constitute a program. Rather sustainable information literacy programs must have an institutional mandate, commitment and structure. This allows the players to change, but the program to remain.

The "Best Practices Initiative" identifies the institution or departments' philosophy of teaching as a critical element to success. Underlying this is an assumption that librarians must first recognize that different pedagogies exist and second that individual departments or schools might have adopted a specific pedagogical technique. For instance, does the business school use a case study approach? If so, would it be beneficial for the instruction librarian to adopt this approach as well? Are there institutional commitments to including gender and diversity in the curriculum? If so, would it be beneficial for an instruction librarian to do the same? Is active learning an explicit institutional goal? If so, what are the benefits to adopting an active learning model for information literacy? If information literacy is to be woven into the curricula, then its presentation should be part of the fabric of existing pedagogical frameworks.

"Articulation with the curriculum" presupposes that front line instruction librarians be aware and sensitive to the curricular components and teaching philosophies of their institutions in general and individual schools and departments in specific. In so doing, the librarian's goals become synchronized with the educational goals of the institution/school/department and thus librarians become a full partner in delivering educational content.

The second best practice addressing the librarian-as-teacher is "Collaboration with Classroom Faculty." According to "Best Practices," "collaboration between classroom faculty, librarians and other program staff in an information literacy program should

- foster communication within the academic community to garner support for an information literacy program;
- result in a process that includes all groups in planning, pedagogy, assessment, course/curriculum, and assignment development aspects of the information literacy program;
- occur whether the information literacy effort resides in a separate credit-bearing course or in discipline-based courses;
- occur before a course syllabus is constructed and distributed;
- provide a mechanism for continuous improvement of the program;
- foster the development of lifelong learning skills."[v]

There are a significant number of assumptions inherent in this category. I am only going to touch on a few, especially since some of these characteristics share assumptions. Perhaps the most obvious assumption was articulated by one of the respondents to the initial draft of this set of characteristics. She said that the most challenging aspect of this category was "Honoring different disciplinary perspectives and understanding that information literacy needed to be defined by faculty through their disciplinary lenses so that they own it." This requires instruction librarians to understand the basic structural differences among disciplines in terms of how information is generated, shared, published and captured by bibliographic tools. Recognizing that disciplines have unique information/publication structures provides an excellent foundation for an exchange between librarian and classroom faculty member about integrating information literacy into disciplinary content.[vi]

Additionally, in an effort to work collaboratively with classroom faculty, instruction librarians must recognize that faculty may need assistance in recognizing how their assignments assume a level of information literacy that their students do not possess. In standard workshops offered to classroom faculty at my institution, for instance, the instruction librarian requests faculty to bring a typical assignment they have given their students. Through an analysis of the assignment by the instruction librarian and instructor, faculty members realize how their assumptions potentially impede a student's ability to complete the task successfully or at least in the manner the faculty member envisioned when designing the assignment. For instance, the faculty member who gave his class an assignment "Write a research paper on some aspect of the Sherpa culture in Nepal" is making a host of assumptions about students' information seeking, accessing and evaluating skills. In this assignment, the instructor first assumes students can effectively narrow their research topic to a specific area of Sherpa culture, and then that students can match their focus to a disciplinary perspective, i.e. the economy of sherpa culture, the sociology of sherpa culture, the role of women in Sherpa culture, etc. But this is not the end of the process. If the student gets this far in developing the search query, the instructor then assumes students can determine what type of materials they need to locate, books, articles, government documents, etc. This is followed by an assumption that students can match disciplinary perspectives and types of materials needed with the huge, perhaps even overwhelming, number of print and electronic resources available. If an instruction librarian can successfully walk a faculty member through an explication of an assignment, the faculty member then understands the need for explicit information literacy instruction. Taking this approach with assignments created by faculty lays the groundwork for librarian and faculty member to work together in both constructing assignments and planning for information literacy. This leads to a mutual recognition of the mastery of information systems by librarian and rightfully respects mastery of subject content by classroom faculty.

The final characteristic I want to highlight is "foster[ing] the development of lifelong learning skills." The abundance of information now available digitally and the rapidly changing interfaces to this information has done much to underscore the need for continuing instruction in information literacy for both classroom faculty and students (and let's not forget librarians). The tools, the resources, and the interrelationship of information is changing so rapidly that students moving through their academic careers and into the workforce need to understand the ongoing need for a lifetime of learning. While the basic concepts, and perhaps even competencies, of information literacy may remain relatively stable, the access framework will undergo significant changes. Recognizing the inevitability of this requires that continuing education be a key message of information literacy.

The third and final best practice pertinent to the librarian-as-teacher is focused on pedagogy. According to this category, "Pedagogy for an information literacy program should

- adopt a diverse, multi-disciplinary approach to teaching and learning;
- encompass critical thinking and reflection;
- support student-centered learning;
- include active and collaborative learning activities;
- build on the existing knowledge that students bring into the classroom;
- incorporate variations in learning and teaching styles;
- involve various combinations of teaching and learning techniques for individuals and groups;
- include collaboration with classroom faculty and student researchers;
- relate information literacy to on-going course work;
- experiment with a wide variety of methods."[vii]

The underlying assumption of pedagogy as a best practice is that instruction librarians are knowledgeable, conversant, and comfortable with pedagogical techniques in general and information literacy techniques in particular. An emphasis on pedagogy and learning theory is not normally part of the library science master's program, anymore than it is a part of the curriculum for doctoral candidates in most fields. Yet, it is perhaps the most critical component for translating theory into practical application. The larger the range of pedagogical techniques available to an instruction librarian, the more versatile an instruction librarian can be in responding to a variety of teaching opportunities. This best practice recognizes the need for the instruction librarian to learn and then draw upon learning theory and pedagogical techniques to deliver the substance of information literacy competencies in creative and innovative ways.

Realistically, no single person is capable of knowing or mastering all aspects of pedagogy—theory, design, and delivery. Yet, as challenging as this may seem, the instruction librarian should have a working knowledge of the concepts that underscore pedagogy. Applying that knowledge can directly contribute to the success or failure of an instructional moment, an instructional class, or an instructional course. The information literacy literature today is rich in material that addresses the importance of learning theory as a base for building instructional programs, as well as the application of theory to practice.[viii] Today's instruction librarian must draw upon this literature and add to it.

Recognizing these assumptions and addressing their implications are not sufficient. The central question remains: do these articulated best practices--articulation with the curriculum, collaboration with classroom faculty, and pedagogy—need to be present to have a successful information literacy program? To answer that question, the "Best Practices Initiative" embarked on phase II. This testing and refining phase was designed as a national invitational conference of institutions. Institutions were invited to apply for selection based on the congruence of their information literacy programs with the Working Edition of Best Practice characteristics.[ix] A call for participation was issued in Fall 2001; ten institutions were subsequently selected for participation in the June 2002 conference.[x] The institutions represented ranged from two-year community colleges to doctoral degree granting institutions, from large public university systems to small private colleges.

Each institution sent a team made up of a librarian, a classroom faculty member and an academic administrator to the conference. They shared the specific best practices modeled at their institution, and assessed the usability of these models for their institutions. The June conference was a working conference and the goal was to discuss, explore, examine, and explicate the best practices characteristics against the background of information literacy programs. The end result will be the production of a revised set of best practices.[xi]

Having completed Phase I, the initial identification of best practice characteristics, and Phase II, the national invitational conference, the final phase of the Best Practices Initiative, which is focused on outcomes, is poised to begin. This will highlight model programs or program that exemplify selected "Best Practices." Description of these programs and the specific characteristics they exemplify will be documented and disseminated. More importantly, however, once a revised set of best practices is promulgated, they can be effectively used as a basis for assessing information literacy programs in general, as well as specific aspects of instructional programs.

The three categories that most directly apply to librarian-as-teacher, those focused on teaching and instructional significant, should bear significant weight in our profession. If they are going to be embraced by the profession, then the assumptions behind those characteristics must also be understood. The practical application could, or perhaps I should say will prompt curricular change in graduate library education, inform professional development programs, such as the Institute for Information Literacy's Immersion program[xii], and appear as job qualifications and expectations for the librarian-as-teacher. Most importantly, these "Best Practices" challenge us as librarians to uncover the assumptions that may not be initially recognized in the seeming simplicity of the "Best Practices'" statements. Understanding the complexity of these statements is the key to shaping the librarian-as-teacher.

---

[i] To read more about the original idea for the Institute for Information Literacy see Oberman, Cerise. 1998. "Why We Need a National Information Literacy Institute," *Theory and Practice*, ed. Linda Shirato & Elizabeth Bucciarelli. (Ann Arbor: 1998), 1. See also, Oberman, Cerise. 1998. "The Institute for Information Literacy," *C&RL News*, 59(9): 703.

[ii] See Kirk, Thomas. "Best Practices and Assessment of Information Literacy Programs." http://www.earlham.edu/~libr/Plan.htm. [2002, June 14] for the full proposal.

[iii] See http://www.ala.org/acrl/nili/criteria.html for the March 2001 *Working Edition of the Characteristics of Programs of Information Literacy that Illustrates Best Practices* [2002, June 14]

[iv] http://www.ala.org/acrl/nili/criteria.html [2002, June 14]

[v] http://www.ala.org/acrl/nili/criteria.html [2002, June 14]

[vi] See Keresztesi, Michael. 1982. "The Science of Bibliography: Theoretical Implications for Bibliographic Instruction," *Theories of Bibliographic Instruction: Designs for Teaching*. 1982. Eds. Cerise Oberman & Katina Strauch. NY, Bowker, for a structural framework on the relationship between discipline development and bibliographic control.

[vii] http://www.ala.org/acrl/nili/criteria.html [2002, June 14]

[viii] See Grassian, Esther S. & Kaplowitz, Joan R. 2001. *Information Literacy Instruction: Theory and Practice*. NY: Neal-Schuman, for an overview of learning theory, learning styles, critical thinking and active learning.

[ix] The application for the Best Practices Invitational Conference can be viewed at http://www.ala.org/acrl/nili/bestprac.html [2002, June 14]

[x] The institutions selected for participation were Austin Community College, Texas; California State University Fullerton, Elmhurst College, Illinois; James Madison University, Virginia; Minneapolis Community & Technical College, Minnesota; Ohio State University; University at Albany/State University of New York; Wartburg College, Iowa; Weber State University, Utah; Zayed University, United Arab Emirates.

[xi] As an invited speaker and participant in the Invitational Best Practices Conference, my intention is to share the results of the conference at my IFLA presentation in August 2002. I will be able, at that point to comment specifically on how the three librarian-as-teacher best practice categories faired.

[xii] The Institute for Information Literacy's Immersion program is the Institute's core professional development program. It offers a curriculum of intensive training and education (4.5 days) for instruction librarians in two tracks: Track I is designed for academic librarians interested in personal development in the area of instruction; Track II is designed for librarians who have leadership responsibilities for information literacy programs at their institution. The Immersion curriculum focuses on theory, pedagogy, and politics of information literacy programs. Since 1999, over 600 instruction librarians from around the world have participated in the Immersion program. For additional information on the Immersion program see http://www.ala.org/acrl/nili/nilihp.html [2002, June 14]

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 083-119-E
Division Number: VII
Professional Group: User Education
Joint Meeting with: -
Meeting Number: 119
Simultaneous Interpretation: -

Management of library pedagogical development: from models to statistics

David Herron
Karolinska Institute University Library
Stockholm, Sweden
E-Mail: david.herron@kib.ki.se

Abstract

Pedagogical research and empirical studies show that student learning is encouraged by a number of general characteristics displayed by teachers (Ramsden, 1992). One of them is enthusiasm for the subject and for teaching it. User-education in research libraries is often highly repetitive and contact time with students is limited. So the question is - how does one maintain enthusiasm? At KIB, user-education is organised in such a way as to try to achieve this. For example, as many of the library staff as possible are involved in library teaching, library teachers are given the freedom to choose both the courses they teach as well as the methods they use to teach them. Library teachers are also encouraged teach in pairs. Despite these features, it is evident that during periods of intensive teaching even the most enthusiastic of the library teachers at KIB tire, but perhaps our approach postpones the onset of teaching fatigue. In this paper, KIBs management of pedagogical development will be presented in further detail - that is, from models to statistics.

Introduction

In 1998, I was employed as Pedagogical Developer at the Karolinska Institute Library (KIB); a large research library providing service to the Karolinska Institute (KI), medical university. My mission was made clear to me - stimulate pedagogical processes within the library because things had stagnated - but what was unclear, at the time, was exactly how I should do this. Four years later, I feel like we're getting there and we know where we're going. This paper will first present user-education and the go on to describe some features of pedagogical development at KIB.

Positive working climate

KIB has about 130 staff at two equally large sites (fall 2002) north and south of Stockholm. Under the leadership of the Library Director, Per Olsson, the library is characterised by team-orientation and openness. This positive working environment forms an important backdrop for pedagogical development.

User-education at KIB

Over the past 5 years, KIB has held, on average, about 330 teaching sessions (2,000 teaching hours) in medical information retrieval. These include graduate student courses (230 in the year 2001) which are approximately 3 hours long; postgraduate courses which currently run for 2 days but will be increasing to 6 days in the autumn. The number of courses held by KIB is steadily rising as the teaching staff at KI becomes increasingly aware of the importance of promoting the information literacy of students and it seems true to say that the university's teachers value and therefore ask after our courses. The library not only teaches students and postgraduates but also gives courses for teachers, researchers, health service professionals, medical librarians etc. User-education brings in about 1,1 million Swedish crowns per year (about 74,000 English pounds).

Organisation of user-education

As pedagogical developer, I have the overall responsibility for user-education. I am helped by several wonderfully enthusiastic co-ordinators who schedule user-education and mobilize library staff to teach. Since there is no formal user-education department at KIB, these co-ordinators and teachers not only teach, but also continue to work in customer service as well as being involved in project work.

3 stage model for user-education

Basically, one can say that we use a "3 stage model" for developing information literacy in graduate students. Stage 1, during the first term, is a basic introduction to the library. Stage 2, typically during the second term, deals with medical information retrieval from key databases and finally, stage 3, often related to essay writing, focuses on further databases and Internet resources.

Often user-education courses (especially, for graduates) are highly repetitive, and even the most enthusiastic of library teachers at KIB tire of teaching. The question we can ask is whether pedagogical development helps against teaching fatigue.

Pedagogical development at KIB

Generally, the library teachers are very positive about teaching. They talk about it, argue and are involved. I think there are a number of factors that contribute to this positive atmosphere. Here are some of them:

Vision for the development of library teachers

That every library teacher at KIB has the confidence and knowledge to change pedagogical approach and method as needed. This vision gives us something to strive for.

The existence and enthusiasm of the pedagogical developer

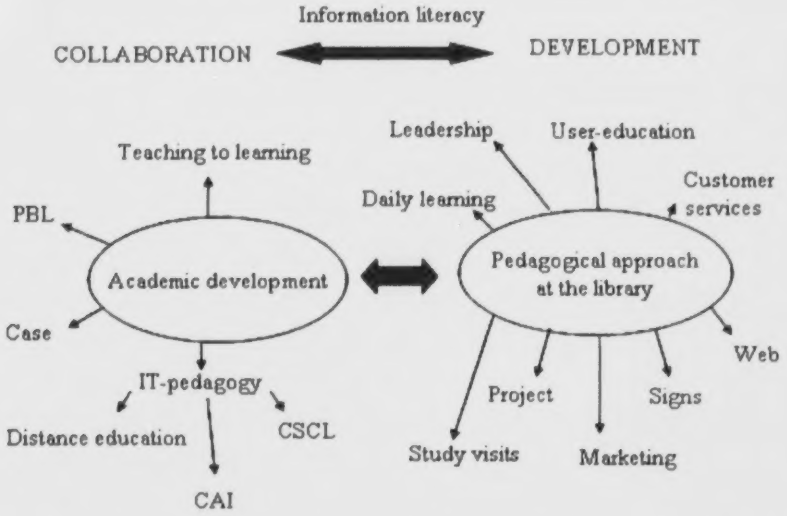
The fact that I exist signals to the staff that the management takes user-education very seriously. I am a continuously available resource. Like any good teacher, I am enthusiastic, committed and passionate about pedagogical development. I care about the people I work with and try to make teaching fun.

Pedagogical platform

KIB has a policy document for user-education in the form of a Pedagogical Platform. Since time does not allow me to describe in detail the full content of this Platform (Herron, 2001) it is sufficient to say that it deals with issues like - how you view learning, knowledge, teaching, user-education, information literacy and even pedagogical development. It is based on the belief that what one teaches and how one teaches is determined by how one views these issues (Fox, 1983; Ramsden, 1992; Kugel, 1993). Library teachers are encouraged to reflect about learning and teaching.

Pedagogical models

I think that developing mental models is important. Here is a model for pedagogical development at the library, partially inspired by Webb (1996).


Information literacy
COLLABORATION
DEVELOPMENT
Teaching to learning
PBL
Academic development
Case
IT-pedagogy
Distance education
CSCL
CAI
Leadership
User-education
Customer services
Daily learning
Pedagogical approach at the library
Web
Project
Signs
Study visits
Marketing

The idea behind the right-hand side (Pedagogical Approach at the library) is that understanding of pedagogy (learning about learning/teaching) can help to stimulate development of library functions, typically user-education but also, for example, customer services. The idea behind the left-hand side (Academic development) is that an understanding of present-day pedagogical theory, concepts and ideas can be used to create new collaborations with teachers in the mother organisation, in our case, KI. The main focus is information literacy.

I often use this figure when discussing development of user-education with the library teachers. For example, we have recently set up a group within KIB, who are developing skills in teaching and providing service to distance students and this has definitely created new forms of collaboration with KI teachers.

Goals for the development of user-education

There are clear goals for what we should develop each year in the area of user-education. I periodically remind library teachers of these goals! We usually achieve most of them (which is good to be able to say to the Boss!).

Library teachers choose the courses they teach

Library teachers are provided with the schedule from the co-ordinators for the forth-coming term's teaching. In the first instance, they can choose which type of session they want to teach. For example, a librarian might only want to teach nurses so she/he can learn something about the nurse's course and the subjects they study. In the second instance, individuals are asked if they can teach a particular session.

Teaching in pairs

The library teachers can also choose if they want to lead the teaching session or assist. The library teachers enjoy teaching pair-wise and point out the advantages: valuable to plan and discuss with a teaching partner (also a critical friend); chance for experienced library teachers and newcomers to work together; variation by teaching with different people; learn about different teaching styles etc. From my point of view, pair-wise teaching also means that teaching is no longer a private activity.

Positive support from the customer services manager

The general policy is that those who teach a lot work less in customer services when the teaching load is heavy. We try to make it easy to say "yes" to teaching even when teaching clashes with scheduled work in customer services since the customer services manager finds a replacement!

Active use of Pedagogical Resources

At KIB, all the staff has on-line access to teaching information and materials from a site on the library's Intranet: Pedagogical Resources. This allows teachers who are short of time to teach using the materials available. But we also encourage teachers who have more time to use these materials as inspiration for developing an individual teaching style. Library teachers also freely deposit their PowerPoint series at this site. Again, from my point of view, this encourages an open and generous atmosphere.

Pedagogical skills development opportunities

The library teachers have a number of opportunities for pedagogical skills development; internal workshops, access to pedagogical literature, attendance at external workshops and conferences etc. Being involved in a project to develop teaching, however, seems to work best. For example, we have recently adapted the method of WebbQuest (Dodge, 2001) to user-education:
(http://kib.ki.se/edu/ped_resurs/webbquest/sjukskoterskor/index.htm)
(Haglund and Ohlsson, 2000; Ohlsson et al. 2002).

Variation in students and expansion of teaching

The library teachers adapt their teaching of medical information retrieval to a number of different groups and this seems to provide variation. Recently, the focus of teaching has expanded to include: how to use a Learning Management System, how to use an electronic course evaluation, how to create user-friendly web-sites and Word, Excel and PowerPoint as IT tools to support the presentation of science. I think this is a trend.

Quantity, quality and effect of user-education

In a statistical database, library teachers report on teaching: course length, preparation time, number of library teachers involved and number of students. From this information, it is possible to quantitatively define how much user-education we do, how many man-years are involved and approximately how much it costs. The library teachers are usually very interested in statistics, which also make user-education more widely visible. In the fall, we will start to ask students to fill in a short electronic evaluation and be able, in a similar way, to report on the quality of our teaching too. The next step - to assess the effect of our teaching - will require more time.

Making library teachers perceptions visible

It seems to me that much of pedagogical development is about creating a common language. It is about understanding differences in how we perceive pedagogical issues. Recently, a student interviewed ten of the librarian teachers at KIB and, through analysis of the interviews, she could pick out differences in perception (phenomenograpy) of user-education (Ström, 2002), partially inspired by (Bruce, 1997; Bruce, 2000). The three main perceptions were: 1) user-education is about learning to use the library; 2) user-education is about learning the search process; and 3) user-education is about helping students to learn their subject. Here, we have the means to understand differences in opinion about what and how we teach. I think that the library teachers will enjoy talking about this. And it will help further pedagogical development.

Partial cure for teaching fatigue?

Do library teachers get less tired because of pedagogical development? Well, there are lively pedagogical discussions in the corridor and, the other day, one of the library teachers told me that she really looked forward to teaching next term and how exciting it would be. But they still, at times, get tired of teaching as I think all teachers do.

References

Bruce, C. (1997). The seven faces of information literacy. Adelaide, Auslib Press.

Bruce, C. (2000). "Information Literacy Research: dimensions of the emerging collective consciousness." AARL: 91-107.

Dodge, B. (2001). The WebQuest Page, San Diego State University. **2002**.

Fox, D. (1983). "Personal theories of teaching." Studies in Higher Education **8**(2): 151-163.

Haglund, M. and B. Ohlsson (2000). Webbquest - användarundervisning för studenter på barnmorskeutbildningen. Institutionen Bibliotekshögskolan. Borås, Högskolan i Borås: 15.

Herron, D. (2001). "A pedagogical platform for user-education at the Karolinska Institute Library (KIB)." Tidskrift för Dokumentation **53**(1): 27-32.

Kugel, P. (1993). "How professors develop as teachers." Studies in higher education **18**(3): 315-328.

Ohlsson et al. (2002). WebQuest - flexible computer-supported collaborative learning (CSCL). Annual Congress on Eduation at Karolinska Institutet, Stockholm, Sweden, Karolinska University Press.

Ramsden, P. (1992). Learning to teach in higher education. London, Routledge.

Ström, N. (2002). Flexibelt lärande - en studie av användarundervisning på Karolinska Institutets Bibliotek. Bibliotekets och infromationsvetenskap. Borås, Högskolan i Borås: 65.

Webb, G. (1996). "Theories of staff development : development and understanding." IJAD **1**(2): 63-69.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 084-119-E
Division Number: VII
Professional Group: User Education
Joint Meeting with: -
Meeting Number: 119
Simultaneous Interpretation: -

School librarian as teachers: learning outcomes and evidence-based practice

Ross J Todd
School of Communication, Information and Library Studies
Rutgers, The State University of New Jersey
New Brunswick NJ USA

Abstract:

In the context of the development of the librarian as a teacher, this paper focuses on the instructional role of the school librarian, particularly in relation to student learning outcomes. It first identifies some of the research that shows the contribution of the school librarians' instructional role to student learning outcomes. It further identifies some significant challenges seen essential to school librarians playing a central role in the learning processes and outcomes of the school, and ensuring the centrality of the school library to the educational goals of the school. Embedded in this discussion are also some strategies and processes to help school librarians more effectively engage with the school's teaching and learning roles.

Introduction

The IFLA / UNESCO School Library Manifesto (IFLA, 2000) provides a clear mandate for the instructional role of the school librarian. In articulating the integral relationship of the school library to the educational process, the Manifesto identifies three fundamental beliefs that are at the core of the establishment and functioning of libraries in schools. First, the provision of information is viewed as "fundamental to functioning successfully in today's society which is increasingly information and knowledge based". This makes the assumption that the provision of information can make a difference to the lives and well-being of people; that there is a relationship between the provision of information and personal and social benefits. Second, an integral aspect of this provision is the recognition that this does not happen by chance, that professional intervention is required that "equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens". The Manifesto states that "In an increasingly networked environment, school librarians must be competent in planning and teaching different information-handling skills to both teachers and students. Therefore they must continue their professional training and development". Third, this role is embedded in the documented evidence that shows that when school librarians and teachers work together, "students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills".

At a fundamental level then, the instructional role of the school librarian, in proactively engaging with the curriculum and learning goals of the school, is formational as well as informational, interventionist and integrative, supportive and service-oriented, and it is both outcomes-oriented and process-oriented. Against this backdrop, school librarians have significant challenges ahead of them as they contribute to the development of their school as an inclusive, interactive and empowered learning community, particularly now in the context of an intense information and technological environment. These challenges particularly centre around professional practice being informed by research, a pedagogy directed to knowledge construction, and in the emerging context of outcomes-based education, a focus on evidence-based practice where the central contribution of the instructional role of the school librarian to learning outcomes is clearly understood, documented, and celebrated.

From Research to Practice

Research informing practice, and practice informing research, is a fundamental cycle in any sustainable profession. A substantive body of research evidence exists that demonstrates the important and multifaceted contribution that school libraries can make to the learning outcomes of the school. While the research agenda in relation to school libraries and learning has taken shape only within the last twenty or thirty years, a number of themes are clearly identified in this research. Callison (2001) identifies these as the instructional role, instructional methodologies, intellectual freedom, information search process, students' use of online technologies, program evaluation, and student achievement. Substantive analyses and syntheses of these research themes are increasingly being made available to the profession, and it is imperative that practitioners engage with these findings to inform their day-to-day practice.

Within the context of their instructional role, there are two types of research evidence readily available to inform school librarians. These are the macro-research reports which focus on the broader relationship of a range of library dimensions to learning outcomes, and which are primarily large scale studies involving large samples; and the micro-research which seeks to identify and understand the specific dynamics of individuals' engagement with, and use of, information in a variety of ways, both within and outside the classroom setting. The latter are typically studies of small groups of students in local settings focusing on a narrow range of information and learning dimensions (Todd, 2002a).

The most prominent macro-research has been undertaken by Keith Curry Lance and colleagues, based in the Colorado Department of Education, USA. These researchers have undertaken substantial statewide studies in the USA, involving hundreds of primary and secondary schools, and include: Colorado I (1993); Alaska (1999); Colorado II (2000); Pennsylvania (2000); New Mexico (2001); Oregon (2001); and Texas (2001). A similar study has been undertaken by Baughman (2000) in Massachusetts. While there are individual differences in each of these studies, they have generally sought to establish empirically the relationship of school library programs to student achievement, and particularly to identify some generalisations about components of school library services that are especially important predictors of student achievement. The studies collected data on school libraries and their school and community context, including staffing, instructional programs, collection holdings, usage levels, available technology and its functionality, reading scores; and data from statewide skills/competency test scores.

According to Lance (2001), all of the recent studies of the impact of school library programs on academic achievement provide evidence to support several common findings. These include: professionally trained school librarians do make a difference that affects students' performance on achievement tests; in order for school librarians to make this difference, the support of the principals and teachers is essential, as well as the availability of support staff who can free the librarians from routine tasks to undertake their curriculum role; a dual instructional role of teaching students in facilitating the development of information literacy skills necessary for success in all content areas, and in-service trainers of teachers enabling them to keep abreast of the latest information resources and networked information technology services within and beyond the school library. What is of critical importance about all the studies under taken by Lance and colleagues is that improvements are shown in student learning outcomes, particularly state test scores, when it can be demonstrated that the school library has a carefully articulated instructional focus that fosters the development of students' intellectual scaffolds for interrogating and utilising information in all its formats to foster the development of new understandings and insights. This is very significant outcome, and one that should motivate and inspire school librarians to pursue their instructional role, or at least to question and reflect on their own practices if they do not include this strong instructional role. Lance also poses some key research questions: How can school librarians be taught the leadership skills they need to succeed? How should school librarians, teachers and students interact to improve student achievement? How does the availability of and involvement with information technology affect these interactions? Some insights to these questions are provided through the micro-research that has been undertaken across a range of school and curriculum settings.

The micro-research examines more closely the myriad dimensions of the complex relationship between student learning and engagement with and use of a variety of information sources and formats the information environment, particularly in the context of specific curriculums. This work complements the macro-research. These studies, available across a wide range of age groups, curriculum settings and instructional designs, particularly examine the behavioural, affective and cognitive dimensions of students' information seeking and use, as well as the processes and benefits of integrating information literacy skills into the curriculum. More recently these studies are beginning to articulate a wide range of learning outcomes in relation to the instructional interventions of school librarian-teacher collaborations. They tend to be small scale, local, and employ a range of methodologies such as case studies, action research, survey questionnaires, interviews, quasi experiments, observational approaches, process tracking, document analysis, and group comparisons. One of the difficulties with such research studies however is that they tend to be published in a wide range of journals, and it is often difficult to identify generalisable patterns across this diverse research. This has been a limiting factor on the availability and take-up of this research. However, a number of important syntheses of these studies are beginning to appear which identify some generalisable patterns, (Loertscher & Wools, 2002; Callison, 2001, Haycock, 1992, 1995, Oberg 2001a, b).

Three major generalisations can be identified (Todd, 2002a). First, the research evidence establishes that a process approach, focusing on the systematic and explicit development of students' abilities to connect with, interact with, and utilise information to construct personal understanding, results in improved performance in terms of personal mastery of content. This is shown in examination and assignment grades, and through the mastery of a wide range of particular information skills. What is also clear in this research is that successful information literacy programs are ones that set clear expectations and manageable objectives, establish realistic timelines, and gather meaningful and systematic feedback from

BEST COPY AVAILABLE

students and teachers on the learning impacts. (Todd, Lamb & McNicholas, 1993; Todd, 1995; Jones, 1996; Moore, 1996; Hawkes, 1997; Grant, 1998; Lewis, 1999; Gordon, 2000; Maxwell, 2000). Second, the systematic and explicit development of students' abilities to connect with, interact with, and utilise information to construct personal understanding, results in: more positive attitudes to learning; increased active engagement in the learning environment; and more positive perceptions of students themselves as active, constructive learners (Todd, 1995; Moore & Poulopoulos, 1999; Rich, 1999). Kuhlthau (1993), in particular, has studied attitudes and feelings of certainty and confidence in the search process, and demonstrates how feelings of uncertainty and poor self concept can change positively through engagement in active inquiry centered learning. Third, there is clear evidence that active reading programs encouraged by the school library can foster higher levels of reading, comprehension, vocabulary development, and language skills. Indeed, research spanning many decades highlights that when there is access to diverse reading materials, more reading is done, and literacy development fostered. Research evidence shows that providing opportunities for voluntary reading impacts positively on reading comprehension scores. (Elley, 1991; Foertsch, 1992; Krashen, 1993, 2001; Lipscomb, 1993; Digiovanna, 1994; Halliwell, 1995; McQuillan, 1997).

From Practice to Informed Practice

The research findings for the school library profession raise a number of important issues that need to be addressed. Two issues will be addressed here – the take-up of research, and the careful interpretation and application of this research in practice. Communicating research findings effectively and developing effective practice on the basis of these findings is not an easy task, and there is research evidence to suggest that librarians' use of research is low (McClure & Bishop, 1989). Often the argument is raised that busy school librarians do not have time to read the research literature. It is not an acceptable position for a school librarian to argue that he or she does not have time to read research, or to dismiss research as being 'out there' in a world 'removed from practical reality', as is sometimes posited. Such an attitude devalues both the profession as a thinking and informed profession, and cuts off the profession from advances in knowledge which shape sound practice. A profession without reflective practitioners willing to learn about the advances in research in the field is a blinkered profession, one that is disconnected from best practice and best thinking, and one which, by default, often resorts to advocacy and position as a bid for survival. As part of their own ongoing professional development, is important that school librarians continue to engage with this research as it provides a rich understanding of the dynamics of the learning process when students engage with information sources, as well as practical insights into how local evidence might be gathered, analysed, and utilised to position the school library as central to the learning process.

However, one of the challenges in doing this comes back to the manner in which research findings are presented and made available to the profession. It is critical that these be done in ways that enable and empower practice, and there is some research evidence to suggest that this may not be done effectively as it could be. Turner's New Zealand study (2002) sought to identify the perceptions of information professionals concerning their use of library and information science research: how often and why they consult the research, and what are some of the participant variables that affect the amount of their research use. The findings signal some urgent needs for the profession to address. Participants in this study found that applied research that seeks to resolve operational concerns is most widely used; that research is not consulted because it is perceived to inadequately address the real concerns of practice; or that it is not presented in ways that foster understanding and application. There is a clear message here for both researchers and practitioners. For researchers, it centres around the systematic and explicit articulation of the relationship of this research to professional practice in ways that foster its application to a variety of professional contexts, as well as addressing more fully the research's generalizability or transferability across a range of contexts. However, it is not only the researcher's role to undertake this articulation. One of the challenges that exist is the disparate spread of this research, and the need to analyse and synthesise this research into meaningful generalizations with practical utility. School librarians, as the proclaimed information literate experts in the school (and presumably with information literacy competencies centring on the ability to analyse, organize, synthesise and evaluate information, and especially the information of their discipline) can surely play a central role here, bringing insights as the reflective practitioners to the research and its outcomes for practice.

It is this focal point of information literacy that raises the second issue, that of the careful representation of research in practice, and which underscores the importance of critically and reflectively engaging in the research. One of the fundamental building blocks for the collaborative instructional role of the school librarian centring on information literacy development is the longitudinal research undertaken by Kuhlthau (1991, 1993, 1994, 1999). This research provides the field with some of the strongest research evidence of the nature and dynamics of inquiry based learning centring on the information search process, and the nature of information literacy pedagogy. According to Kuhlthau, an inquiry approach "takes students out of the predigested format of the textbook and rote memorization into the process of learning from a variety of sources to construct their own understandings. They learn to think through subject content apart from prescribed responses or preset solutions. They are guided through a process of intellectual construction that enables them to build on what they already know and to come to a deeper understanding of the concepts and problems underlying the subject" (Kuhlthau, 1999). With a strong focus on knowledge construction through effective engagement with a variety of information sources and formats, Kuhlthau's research establishes the cognitive, behavioural and affective dimensions of the search process. Her Information Search Process (ISP) has been found to occur in seven stages: Initiation, Selection, Exploration, Formulation, Collection, Presentation, and Assessment. These stages are named for the primary task to be accomplished at each point in the process.

The ISP model particularly highlights that the early stages of the search process - Initiation, Selection, Exploration and Formulation - are complex stages where learners contemplate the information task and its question in preparation for the investigation ahead; where they consider what they already know, and what they want and need to find out; where they undertake initial exploration and where they commonly encounter information that is inconsistent and incompatible with what they already know and what they expect to find; where they come to a point where they are able to identify and formulate the focused questions that will enable them to collect and utilise pertinent information rather than vaguely relevant information, rather than relevant information, to construct their own focused perspective of the topic. The point here is to not only highlight the complexity and importance of these early stages of the research process, identified by the empirically validated longitudinal research of Kuhlthau, and more recently by Vakkari (2000) but also highlight that these stages, particularly the stages of Selection, Exploration, and Formulation, are often overlooked in many of the models of information skills presented in schools, in library policy statements, and indeed, in many documents of library associations which espouse the value of information literacy development around the world. These stages are also often weakly articulated in listings of information literacy competencies developed by various library associations to support the collaborative instructional role of the school librarian. Further more, they are weakly addressed in any of the manuals on information literacy pedagogy that present a range of instructional strategies for the development of information literacy skills. Yet the research shows that these stages are critical to the process of personal knowledge construction rather than students just merely manipulating and transporting available information to their final products. The outcome is that students fail to build background knowledge that promotes seeking and formulating a focus during a search; fail to establish a clear focus that guides the collection of, and interaction with, highly pertinent information rather than vaguely relevant information; fail to stay focused and not be detracted from the learning task; and fail to move beyond perceiving the task of searching as primarily one of information gathering to a task of forming a focused perspective from the information encountered.

In addition, research identifies the holistic nature of information seeking and use. In other words, it is more than an intellectual activity, but one of a complex interplay of thoughts, actions and feelings. On the basis of her research, Kuhlthau (1993) has established the Uncertainty Principle, common in the early stages of any constructive process, and defines it thus: "Uncertainty is a cognitive state that commonly causes affective symptoms of anxiety and lack of confidence. Uncertainty and anxiety can be expected in the early stages of the ISP. The affective symptoms of uncertainty, confusion and frustration are associated with vague, unclear thoughts about a topic or question. As knowledge states shift to more clearly focused thoughts, a parallel shift occurs in feelings of increased confidence. Uncertainty due to a lack of understanding, a gap in meaning or a limited construction initiates the process of information seeking" (Kuhlthau, 1999). Kuhlthau argues that affective dimensions such as uncertainty have not been adequately addressed in the systems and services designed for information seeking. She argues that user's uncertainty is traditionally considered a negative to be reduced as quickly as possible. Affective dimensions of the search process such as uncertainty have yet to be strongly represented in the articulation of information literacy competencies and continuums across grades levels in schools. In the context of this research-practice discussion, the challenge for practitioners is to ensure that both the articulation of an information literacy framework, and the pedagogy of its integration into the curriculum actually reflect the current research-based understanding of information searching and use. This indeed calls for greater researcher-reflective practitioner collaboration, as well as the ongoing development and dissemination of pedagogical examples that continue to empower practice.

From Information Literacy to Knowledge Construction

Information literacy instruction is part of making actionable all the information and knowledge that a school possesses or can access. But the critical question is: actionable for what, and for whom? Why? School librarians need to be clear about what actually is their motivating force for their instructional roles in schools. There are at least two ways of looking at this: Doing and Being. The fundamental motive for the instructional role of the school librarian has to go beyond enabling students to master a range of information handling skills. This is DOING. And often it is perceived by teachers to be a library's doing, an add-on to an already crowded curriculum. There is no question that this is important DOING. However, the development of an information literate student is integral to BECOMING and BEING. This begs the question: by developing information literacy skills, what do we want students to become? The destination is not an information literature student, but rather, the development of a knowledgeable and knowing person, one who is able to engage effectively with a rich and complex information world, and who is able to develop new understandings, insights and ideas. This is what teachers would hope for. The development and use of human knowing, the construction of understanding and meaning is what learning is all about, and that defines the central role of the school librarian.

Speaking from a constructivist perspective, Wilson (1996) claims that learning which emphasizes "meaningful, authentic activities that help the learner to construct understandings and develop skills relevant to problem solving" is the central mission of the school. Hein (1991) emphasises the idea "that learners construct knowledge for themselves; each learner individually (and socially) constructs meaning as he or she learns. Constructing meaning is learning. There is no other kind". These are powerful words. He goes on to say that "Learning is a personal and social construction of meaning out of the bewildering array of sensations which have no order or stature besides the explanations which we fabricate for them". The instructional initiatives of school librarians centring on information literacy are about providing the best context and opportunities for people to make the most of their lives as sense-making, constructive, independent people. The provision of information does not necessarily mean that our learners become informed. Information is the input; through this input, existing knowledge is transformed, and new knowledge - as understanding, meaning, new perspectives, interpretations, innovations – is the outcome. Empowerment, connectivity, engagement, and interactivity define the actions and practices of the school library, and their outcome is knowledge construction: new meanings, new understandings, new perspectives.

This suggests a pedagogy that has knowledge construction and inquiry learning at its heart, where through access to multiple sources and formats of information, and information technology, learners acquire the intellectual scaffolds to engage with multiple perspectives, sources and formats of information to be able to construct their own understanding. In this context, the role of the school librarian goes beyond developing a range of information literacy competencies, rather, it is significant responsibility of making actionable all the information and knowledge that a school possesses or can access so that students can construct their own understanding and develop their ideas in rich ways. This BEING and BECOMING is the focal point of Kuhlthau's research, and is the reason why school libraries exist.

From Actions to Evidence

The third challenge that this paper addresses is that of evidence-based practice. Evidence-based practice is an emerging paradigm of practice in many professions. In current usage, the concept of evidence-based practice has two important dimensions. First, and already discussed, it focuses on the conscientious, explicit and carefully chosen use of current best research evidence in making decisions about the performance of the day-by-day role. Second, evidence-based practice is where day-by-day professional work is directed towards demonstrating the tangible impact and outcomes of sound decision making and implementation of organizational goals and objectives. This latter dimension of evidence-based practice centers on local processes, local actions and local outcomes. It is about ensuring that day-to-day efforts of school librarians put some focus on gathering meaningful and systematic evidence of the impact of the librarian's instructional initiatives on student learning outcomes – what students can do and become. These evidences will clearly convey that learning outcomes are continuing to improve through the school library program. This is suggesting that school librarians need to engage actively in more carefully planned strategies that gather evidence about the impact of their instructional role.

While the notions of school library outcomes, library effectiveness and evaluation are not new, historically these has been directed to outputs in the form of statistical information related to type of resources and collection size, expenditure and facilities use, and staffing and technology infrastructure, rather than in terms of improved student outcomes that identify and demonstrate the tangible power of the school library's contributions to the schools' learning goals. Certainly considerable work has been done through the information literacy agendas of many school libraries, and these have contributed substantially in defining a range of information related outcomes, the doing of information skills. Evidence-based practice centers on the key questions: What differences do my library and its learning initiatives make to student learning? What has my library and its learning initiatives enabled my students to become? That is, what are the differences, the tangible learning benefits, defined and expressed in ways that lead the local school community to understand the important contribution of the library to learning outcomes, and to say: "we need more of this!"? These evidences will clearly convey that learning outcomes are continuing to improve, and inform the process of their continued improvement.

Evidence-based practice puts emphasis on student learning outcomes. This is clearly in line with curriculum developments across many countries, where emphasis is being given to specifying learning outcomes, establishing measurable indicators for these outcomes, and providing feedback to the learning community of the achievement of these indicators. Outcomes-based education is a curriculum practice which establishes clearly defined learner outcomes based on the premise that all students can be successful learners. An outcomes focus is also directed towards maximizing learning experiences of students, and where attention is given to identifying, understanding, and coming to terms with the real differences this makes to the lives of students. This remains a significant challenge for school librarians. Particularly high stakes are being placed on learning outcomes and student performance as shown through state-wide testing programs, with implications for school profile, quality of delivery, funding, and at times employment and sanctions, embedded in this.

In the current scenario, the stakes appear to be high for school librarians, particularly amid concerns centering on the perceived lack of understanding of nature and dimensions of role of the school librarian, perceived lack of value, importance and appreciation, a negative perceptions of image, sometimes a perceived lack of support for role and the consequence of not being able to perform at the desired level, perceived low status, and ongoing funding and resourcing issues (Todd, 2001). In essence, evidence-based practice is about having the rich, diverse and convincing evidence that demonstrates that the library is a vital part of the learning fabric of the school – that it is integral, rather than peripheral.

Evidence-based practice is not just assessment of student learning; rather, it takes assessment and other feedback measures such as checklists, rubrics, to a higher analytical and synthetical level. It involves critically analysing the accumulated data and deriving statements about student learning outcomes on the basis of the evidence provided. Included in this evidence could be comparative analyses of assessment scores, exam grades and other scores. What is important is that this evidence is cumulated, analysed and synthesised so that a learning outcomes profiles of students engaging in library learning initiatives can be constructed. It can be both qualitative and quantitative, formal and informal, focus on both learning processes and learning products, and from multiple perspectives – the school librarian, the classroom teacher, and the students. It might involve analysing other sources of available evidence within the school, such as the results of national, state, school or grade-wide testing programs. Often state results are accompanied by reports on the local school, and these may make explicit suggestions relating to critical thinking skills, reading abilities, transfer of knowledge to new situations, ability to interpret information, and ability to structure and organise information. It may be possible to identify how actual class groups have performed, and correlate these with information skills or reading programs conducted by the library, and do across-grade comparisons to identify if there are differences where information literacy programs have been undertaken (Todd, 2002b). It might mean some thoughtful analysis of library data collected in automated library systems. For example, the school library's automated system can provide data about circulation of resources, as well as internet usage data and class booking data. These data can be correlated with information literacy or reading programs, test scores, or assignment results to see if there are patterns that indicate that using the library makes a difference. For example, it might show that the class that has the highest circulation, or the class where collaborative inquiry learning processes have been implemented have scored higher on reading comprehension or content mastery; or it might show that collaborative initiatives in science for a particular class result in higher overall exam scores when compared to the other science classes. Action research projects provide opportunities for gathering rich evidence, because they typically focus on interventions, change and improvement. At the heart of action research is the question: How can I help my students improve the quality of their learning? As such, they provide real, creative, and collaborative opportunities for school librarians to initiate and document learning improvements.

Conclusion

There is no question that there are challenges ahead. The instructional role of the school librarian is a significant leadership role. The dimensions of this leadership role include: *Informed Leadership* - engaging in and learning from the research of the field, and using this research to shape instructional initiatives; *Purposeful Leadership* - having clear vision of desired learning outcomes for students, centering on the intellectual scaffolds to enable them to construct knowledge, understanding, and meaning; *Strategic Leadership* - having a clear blueprint for translating the learning-centred vision into actions, through inquiry-based learning and engagement with a diversity of information sources and formats; *Collaborative Leadership* - building partnerships through a shared philosophy about inquiry-based learning for constructing understanding and knowledge; *Creative Leadership* - creatively combining capabilities to deliver real value, and documenting the evidence of your actions in terms of real student learning outcomes; *Renewable Leadership* - being highly flexible and adaptive, continuously learning, changing and innovating, thinking outside the traditional ways of doing and being; and *Sustainable leadership* - establishing local evidence, identifying and celebrating achievements, outcomes, impacts. These dimensions provide the building blocks for a preferred future of school librarians, and the preferred outcomes of their roles: process and outcomes oriented, formational as well as informational, interventionist and integrative, and supportive and service-oriented. The Icelandic popsinger, Björk in her song "New Worlds" in her "Selmasongs" album, poses the key question: "If living is seeing, I'm holding my breath In wonder – I wonder What happens next? A new world, a new day to see". And the author, N. Hill, (1883-1970) gives a springboard to answering that question "First comes thought; then comes organization of that thought into ideas and plans; then transformation of those plans into reality. The beginning, as you will observe, is in your imagination".

References

Baughman, J. C. School libraries and MCAS Scores. A paper presented at a symposium sponsored by the Graduate School of Library and Information Science, Simmons College, Boston, Massachusetts, October 26, 2000. Available online at:
http://artemis.simmons.edu/~baughman/mcas-school-libraries/Baughman%20Paper.pdf

Callison, D. The Twentieth-Century school library media research record. In: A. Kent 7 C. Hall (Eds). Encyclopedia of Library and Information Science Vol 71 Supplement 34. New York: Marcel Dekker, 2001, pp 339-369.

Digiovanna, L. The importance of recreational reading and its impact on children's motivation, attitude toward reading, as well as reading achievement. Unpublished master's thesis, Grand Valley State University, 1994.

Elley, W. Acquiring literacy in a second language: the effect of book-based programs, Language Learning 41 (3), 1991, pp 375-411.

Foertsch, M. Reading in and out of school. US Department of Education, 1992.

Gordon, C. A. Putting the learner in charge: are information literacy skills enough?, Scan 19(1), 2000, pp 32-39.

Grant, V. Information skills and their impact on learning: a New Zealand study, Scan 17(2), 1998, pp 50-54.

Halliwell, C. Relationships between free voluntary reading and eighth grade Missouri Writing Assessment. Unpublished master's thesis, Central Missouri State University, 1995.

Hamilton-Pennell C., Lance K. C., Rodney M. J., & Hainer, E. Dick and Jane go to the head of the class, School Library journal Online, April 1, 2000. Available online at:
http://www.slj.com/articles/articles/20000401_7475.asp

Hawkes, J. C. Views from the top: the information skills process and senior students, Scan 16(3), 1997, pp 47-52.

Haycock, K. What works: research about teaching and learning through the school's library resource center. Rockland Press, 1992.

Haycock, K. Research in teacher-librarianship and the institutionalization of change, School Library Media Quarterly 23, 1994, pp 227–233.

HEIN, G. Constructivist learning theory. Paper presented at the CECA (International Committee of Museum Educators) Conference in Jerusalem, Israel, 15-22 October 1991. Institute for Inquiry. Available at: http://www.exploratorium.edu/IFI/resources/constructivistlearning.html

Jones, E. The value of research assignments, Scan 15(3) 1996, pp 45-48.

Krashen, S. The power of reading: insights from the research, Libraries Unlimited, Inc., 1993.

Krashen, S. Text and tech: the two-way bridge to learning. Presentation at the American Library Association, San Francisco, CA, 2001.

Kuhlthau, C. C. Inside the search process: information seeking from the user's perspective, Journal of the American Society of Information Science 42(5), 1991, pp 361-371.

Kuhlthau, C. C. Student learning in the library: what Library Power librarians say, School Libraries WorldWide 5(2), 1999, pp 80-96.

Kuhlthau, C. C. Seeking meaning: a process approach to library and information services. Ablex, 1993.

Kuhlthau, C. C. Teaching the library research process. Scarecrow Press, 1994.

Kuhlthau, C. Accommodating the User's Information Search Process: Challenges for Information Retrieval System Designers. Bulletin of the American Society for Information, 25 (3) 1999, pp 12-16.

Lance, K. C. Proof of the power: Recent research on the impact of school library media programs on the academic achievement of U.S. public school students. ERIC Digest. EDO-IR-2001-05 October 2001. Syracuse, N.Y.: ERIC Clearinghouse on Information & Technology, 2001.

Lance, K. C. The impact of school library media centers on academic achievement, School Library Media Quarterly 22(3), 1994. Available at: SLMR © 1999 ALA [website]: http://www.ala.org/aasl/SLMR/slmr_resources/select_lance.html

Lance K. C., Hamilton-Pennell, C. & Rodney M. J. How school librarians help kids achieve standards. Hi Willow Research and Publishing, 2000.

Lance K. C., Hamilton-Pennell, C. & Rodney M. J. Information empowered: the school librarian as an agent of academic achievement in Alaska schools. Alaska State Library, 1999. A summary of the Alaska study is available online at:
http://www.educ.state.ak.us/lam/library/dev/infoemp.html

Lance K. C., Rodney M. J. & Hamilton-Pennell, C. Measuring up to standards: The impact of school library programs and information literacy in Pennsylvania schools. Pennsylvania Citizens for Better Libraries, (in press).

Lance K. C., Rodney M. J. & Hamilton-Pennell, C. How school librarians help kids achieve standards, Hi Willow Research, 2000.

BEST COPY AVAILABLE

Lance K. C., Welborn L. & Hamilton-Pennell, C. The impact of library media centers on academic achievement. Colorado Department of Education, 1992.

Lewis, E. Science instruction and information literacy: information is power. Scan 18(1), 1999, pp 49-53.

Lipscomb, L. Recreational reading and its effects on the reading achievement of first through third graders. Unpublished doctoral dissertation, University of Texas at Austin, 1993.

Loertscher, D., & Woolls, B. Information literacy research: a review of the research: a guide for practitioners and researchers. 2nd ed. Hi Willow Research and Publishing, 2002.

Maxwell, E. Integrating information skills and exposition texts into the Year 7 science program. Scan 19(2), 2000, pp 27-31.

McLure, C. & Bishop, A. The status of research in Library and Information Science. College & Research Libraries. 40, 1989, pp 127-143.

McQuillan, J. Access to print and formal instruction in reading acquisition. Unpublished doctoral dissertation, University of Southern California, 1997.

Moore, P. Information literacy: the importance of questions. Scan 15(1), 1996, pp 43-46.

Moore, P. & Poulopoulos, N. Butterflies and elephants in the classroom: teachers researching information literacy. Scan 18(4), 1999, pp 49-53.

Oberg, D. Demonstrating that school libraries improve student achievement' Access 15(1), 2001a.

Oberg, D. Research indicating school libraries improve student achievement. Access 15(2), 2001b, pp 11-15.

Rich, W. Enhancing the participation and achievement of girls in school science. Scan 18(2), 1999, pp 46-50.

Todd, R. J. Integrated information skills instruction: does it make a difference?. School Library Media Quarterly 23(2), 1995, pp 133-139.

Todd, R. J. Evidence-based practice I: The sustainable future for teacher-librarians. Scan, 21(1), 2002, pp 30-37.

Todd, R. J. Evidence-based practice II: Getting into the action. Scan, 21(2), 2002, pp 34-41.

Todd, R. J. Transitions for preferred futures of school libraries: knowledge space, not information place; connections, not collections; actions, not positions; evidence, not advocacy. Keynote address: International Association of School Libraries (IASL) Conference, Auckland, New Zealand, 2001. Keynote paper, IASL conference 2001 virtual session: paper from Ross Todd, available online at IASL: school libraries online [website]: http://www.iasl-slo.org/virtualpaper2001.html

Todd, R. J., Lamb, L., & McNicholas, C. Information skills and learning: some research findings. Access 7(1), 1993, pp 14-16.

Turner, K. Do information professionals use research published in LIS journals? Paper presented at the 68th IFLA Council and General Conference August 18-24 2002. available online at IFLA: http://www.ifla.org/IV/ifla68/prog02.htm

Vakkari, P. Cognition and Changes of Search Terms and Tactics during Task Performance: A Longitudinal Study. Proceedings of the RIAO'2000 Conference. Paris: C.I.D., 2000, pp 894-907.

Wilson, B. The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), Instructional development paradigms. Englewood Cliffs NJ: Educational Technology Publications, 1997.. Also available at http://www.cudenver.edu/~bwilson/postmodern.html

Biographical Statement

Dr Ross Todd is Associate Professor in the School of Communication, Information and Library Studies at Rutgers, the State University of New Jersey, (New Brunswick, New Jersey), and formerly Senior Lecturer in the Department of Media Arts, Communication and Information in the Faculty of Humanities and Social Sciences, at the University of Technology, Sydney, Australia. Prior to his university appointment, he was a secondary school teacher and teacher-librarian in Australian and New Zealand schools.

His primary teaching and research interests focus on adolescent information seeking and use. The research is multi-faceted, and includes: information and critical literacies with emphasis on digital information environments; information technology and learning; cognitive information utilization and knowledge construction; how school libraries and the role of school librarians may more effectively empower student learning; and knowledge management and building schools as effective information-knowledge sharing communities. He has published over 100 papers and book chapters on these areas, and has been an invited speaker at many international conferences. Recently he has given major addresses in New Zealand, Sweden, UK, Ireland, USA and Canada.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 106-120-E
Division Number:
Professional Group: Plenary Session II
Joint Meeting with: -
Meeting Number: 120
Simultaneous Interpretation: Yes

Flaming Intimacy: Information and Identity

Gerard Lemos
Board of the British Council

Perhaps every generation imagines itself to be experiencing accelerated social change. In fact change in technology, or for that matter in society at large, tends to proceed in fits and starts according to the speed at which new ideas can be diffused. The palaeontologist, Stephen Jay Gould, has described the history of evolution and the evolution of history in this way,

> *"The history of life, as I read it, is a series of stable states, punctuated at rare intervals, by major events that occur with great rapidity that help to establish the next stable era".*

And also in every generation, with every wave of change, the feeling grows that ours will be the generation that ends the tyranny of time and space. The jet aeroplane generation thought they could do it. The telephone generation thought they had cracked the code. And we think that the internet is our big breakthrough. The idea of globalisation has as its ultimate objective the ending of space and time. You cannot abolish space and time, but we are, by general consent, living in what the Catalan sociologist Manuel Castells has described as

> *"an interval which began in the late 1970s characterised by the transformation of our material culture by the works of a new technological paradigm organised around information technologies."*

I am here talking about the convergence of microelectronics, computing (hard and software), telecommunications, broadcasting and optoelectronics. To that list can be added the highly contested area of genetic engineering. Furthermore the technological transformation proceeds exponentially by means of the digital storage and instantaneous transfer of information. All of this, along with the 1970s crisis of capitalist productivity and the two world recessions of the 1980s has brought forth a new organisational form, or to put it more precisely, a new network of organisational forms. Here is Castells again,

> *"the main shift can be characterised as the shift from vertical bureaucracies to horizontal corporations."*

In Britain, public sector organisations, such as schools, health service providers, local authorities, the police face even greater pressure to learn and respond to changing needs, demands and circumstances than the private sector. The economy may be growing – we are more than ever an affluent society – but the welfare state is shrinking and the 'grateful generation' of the 1950s and early 1960s are being replaced by far choosier 'customers'. Again, hierarchical structures impervious to rising social expectations are marked out for extinction. Nor is this pressure confined to the public sector.

Voluntary organisations and the not for profit sector are facing equally challenging times. Some attempt to shoulder the burden of former public services and then, horror-struck, start to manifest many of the bureaucratic, inflexible, uncreative behaviour of the very organisations they took over from. Isomorphism is the ugly term given to this increasingly evident phenomenon. New organisations spring up in response to new needs almost daily. Faced with overwhelming demands for their services, competition for funds becomes more intense all the time and fundraising becomes more professional. Funding is skewed towards those with the strongest brand, not necessarily to those with the greatest needs.

At the formal end of the spectrum we have seen this in the engagement of large, complex, international NGOs such as Oxfam or Medecins Sans Frontieres, in hand to hand discourse and contest with international institutions such as the World Bank and the IMF. And these connections are taking place in the very machinery of the institutions. The NGOs are not knocking on the door. They are inside and dealing in the conference rooms and on the computer screens, always retaining the not merely idle threat of returning to the campaigning streets and even, in the case of Greenpeace, campaigning on the high seas.

At the more informal, amorphous, chaotic end of the spectrum, we are seeing a dawning radicalism, not just in political action, but also in ways of living. People have been willing to take to living in trees, not just as a method of protest, as we saw in Genoa and the battle for Seattle, but also as a way of life. Italo Calvino foresaw a little of this in his great novel, *the Baron in the Trees*. Of course, this is a minority pursuit. In the majority, we are seeing the opposite - a flight away from the alternative attitudes of the 1960s and 1970s and towards greater conventionality, as I shall discuss later.

The internet has fundamentally redrawn the organisation of protest. Formal leadership and institutional structures by trade unions or political parties is no longer needed to organise a protest. Nor does it have to be planned so long in advance, and a great deal can be done in secret by a very small number of people. The alliances can coalesce in an evanescent way - environmentalists with anti-capitalists is one of the more logical alliances, but there will be less logical ones. And of course at the outer extreme are the practitioners of violence, sometimes anarchic and sometimes well organised, and, we now see, sometimes small groups of very efficient people organise themselves as terrorists.

But it is in business that the impact of information and communication technologies has been most heralded, but also contested. It was a Nobel prize-winning economist who observed,

> *"I see the computer revolution everywhere I go, except in the productivity figures"*

Notwithstanding the collapse of the dot.com boom, we probably are beginning to see the impact of the new information and communication technologies in productivity figures, certainly in the US. And certain sectors - such as travel and some types of retailing - are using the internet as a new delivery channel and a way of re-engineering their cost base. Other sectors, such as retail banking, have encountered unexpected customer resistance.

So, despite all the predictions by business, both confident predictions and doom-laden ones, we are left with the feeling that the first and perhaps largest impact of ICT will be in the public realm - in the storage and dissemination of public information. But of course the key change brought about by technology is that information is made interactive. This changes the ways it is received, but also the reaction to it. As far as the influence of information on public policy formation goes, interactivity overturns the old methodology.

Let me explain what I mean: The current method by which public policy is made that political parties elected to Government set out priorities and directions. Civil servants are then told to analyse data and make recommendations. Nowadays they are likely to be influenced in that process by think tanks and university departments. Once policy is formed, action is determined and resources are allocated.

If one were to be cynical, one might comment that the response of practitioners who have to implement these grand strategies is often a tired yawn, and a feeling that policy initiatives are like number 38 buses. It doesn't matter if you miss one, they say, there'll be another one along soon. So all too often nothing happens; minimal effort; minimal impact.

Or worse still lots of effort and still no impact. The policy does not change the reality on the ground at all. Nothing happens; crime continues to rise; businesses continue to go bust; and so on. But there is one even worse possibility. Not only is there a little positive impact; there may be unintended negative consequences. Perverse incentives are created. In Britain and in most of continental Europe, for example, Governments are struggling to create welfare systems that make people better off if they go to work rather than staying at home.

Of course people working on the ground are not just sceptical because they are lazy: they know that some of these unintended consequences will occur, so it is best not to do as you're told; or to do something other than what you have been told to do - but don't tell anyone what you are doing. Large public organisations, including for example, the British Council are beset by people doing the right thing by stealth.

So will interactivity change all this? It is already doing so is the answer. It creates the possibility that people on the ground, across a large range of organisations and sectors can react instantly at the point that the problem is identified, even before the policy is conceived. And then at the point of initiation of new approaches or new resources, and then again at the point of delivery. Policy and implementation become interwoven in a real time double helix. And that changes everything. The reason I know this is true is that we are doing it.

In Britain racist attacks have for decades been what a previous Home Secretary, Kenneth Clarke, called:

> *"The most disfiguring and dispiriting aspect of race relations in Britain."*

Numerous initiatives have been announced and implemented, most recently in the aftermath of the inquiry into the death of Stephen Lawrence, a black teenager murdered by white boys at a bus stop in South East London in 1993. But none of these initiatives appear to have diminished the number or intensity of the attacks.

So, with Government help, Lemos&Crane have brought together the 1200 or so organisations responsible for dealing with this problem in an on-line network and we are developing not one or two simplistic policy initiatives, but a large number of practitioner-based initiatives which, taken together, will create an emergent system with a new and different set of objectives, priorities, processes and outcomes. Instead of policy into practice, we shall be going from practice to policy. We shall be going from top down to bottom up.

And we can go further than this, much further. We are developing similar on line action networks across a range of the most intractable social problems. Eventually we hope to join all these networks together into a larger emergent system, which will be a kind of on-line model of society's responses to its darkest side - a sort of social artificial intelligence. Steve Johnson in his book *Emergence* has set out some key principles for making these encounters and networks effective:

> *"If you're building a system designed to learn from the ground level, a system where macrointelligence and adaptability derive from local knowledge, there are five fundamental principles you need to follow:*
>
> - *More is different*
> - *Ignorance is useful*
> - *Encourage random encounters*
> - *Look for patterns in the signs*
> - *Pay attention to your neighbours*

And those are good principles for the management of information generally. We are here seeing and using information as an input into, and a product of, semi-complex and complex systems. In *Pandemonium: A paradigm for learning,* Selfridge noted:

> *"We are proposing here a model of a process which we claim can adaptively improve itself to handle certain pattern-recognition problems which cannot be adequately specified in advance."*

Policy responses to longstanding and intractable social problems are exactly the sort of thing "which cannot be specified in advance."

So my argument in a nutshell is that in business, ICT is a new form of value creation, not a revolution. In the public realm, information managed in this new way heralds a revolution for Government and civil society, which brings enormous potential to do good if people like you can help us to manage information in real time, across the whole system and in a way that is practitioner-focused, not solely for the benefit of theoreticians.

Flaming Intimacy

I recently heard Doris Lessing say that, the 1990s generation has lost the memory of war and so, as she put it, 'the stream has run clear…we are living in a kind of golden age.' All of that sounds optimistic, creating a dynamic of positive social change. But there appears to be some downsides. There is no doubt that the impact of new knowledge-centred ways of working are having unequal and exclusionary consequences. This is how Castells put it in an interview with the British weekly journal, the *New Statesman:*

> *This network society I describe has an extraordinary dynamism. At the same time, by combing the globe ceaselessly for things of value, it excludes everything and everyone not of value. And those excluded are not just those in third world countries; they are in the South Bronx or in Tower Hamlets or Naples. It has the potential to become the most exclusionary system in history, while also possessing the potential to be the most productive system in history.*

BEST COPY AVAILABLE

At the opposite end of the spectrum from those worse off in the digital divide, one of the ways that people seem to react to greater turbulence in economic and labour markets is to put a higher premium on conventionality - because you have to stay in the mainstream not to be tipped out of the game. These new conformists also set great store on consumption for instant gratification, bars, restaurants, ever more ephemeral fashions in almost everything - you'd best get as much as you can while you can - for tomorrow we might lose our job, if not lose everything. This is producing a certain anomie - a sense of prosperous, but anxious, lethargy. Galbraith called it the 'culture of contentment.' More damningly Richard Sennett has described it as the 'corrosion of character'.

The great librarian, Jorge Luis Borges created the extreme version of this consciousness in his character *Funes the Memorious*. This was the man afflicted by injury with the burden of intense perception and no understanding. It is as if he had a glut of e-mails and text messages and was overwhelmed by them

> *For nineteen years he had lived as one in a dream: he looked without seeing, listened without hearing, forgetting everything, almost everything. When he fell, he became unconscious; when he came to, the present was almost intolerable in its richness and sharpness, as were his most distant and trivial memories. Somewhat later he learned he was paralysed. The fact scarcely interested him....His immobility was a minimum price to pay. Now his perception and his memory were infallible.*

We could call this the paralysis of information. And Tolstoy points us to where we may end if we are paralysed by information without wisdom. These are the cautioning thoughts of the dying Ivan Illich

> *"Those scarcely detected inclinations of his to fight against what the most highly placed people regarded as good, those scarcely noticed impulses which he had immediately suppressed, might have been the real thing and all the rest false. And his professional duties, and his ordering of his life, and his family and all his social and official interests might all have been false"*

I have already said that civil society is using the new technologies to re-group in new ways and think out new ways of being and living. They are following Samuel Beckett's advice to move from *'the boredom of living to the suffering of being.'*

But we must all search for answers to these more fundamental questions. In order to find them we shall have to turn not to social scientists, historians or IT specialists. Instead we shall, as we always have, turn to story tellers and artists. Seamus Heaney, comments in his lectures on "The redress of poetry",

> *"whatever the possibility of achieving political harmony at an institutional level, I want to affirm that within our individual selves we can reconcile two orders of knowledge which we might call the practical and the poetic; to affirm also that each form of knowledge addresses the other and that the frontier between them is there for the crossing."*

But AE Housman takes a rather bleaker view:

> *If the cravings of thirst and hunger are denied satisfaction, if a man is kept from food and drink, the man starves to death and there is an end to him...But if the craving for knowledge is denied satisfaction, the result which follows is not so striking to the eye. The man, worse luck, does not starve to death...And yet though the man does not die altogether, part of him starves to death: as Plato says he never attains completeness and health, but walks lame to the end of his life and returns imperfect and good for nothing to the world below."*

So we are thrown back to the oldest source of knowledge and information - intimate emotion, and more specifically love. Despite all the fears expressed around the world about how the internet might eventually assert the primacy of English as a global language, it may be visual images that are the true, new global language. It is in visual images, not just in poets but in paintings too, we might see the flaming intimacy of my title.

The greatest living British painter, Lucian Freud, put it in the simpler language that painters and musicians often command more readily than writers.

> *"Painters who use life itself as their subject matter, working with the objects in front of them, or constantly in mind, do so in order to translate life into art almost literally, as it were...The painters make real to others his innermost feelings about all that he cares for."*

Maybe we shall soon receive and send poems and painting by text message. Then the technology would be beginning to catch up with our true feelings and catch up with us.

Flaming Intimacy is a misquote from Robert Lowell's wonderful poem, *The Old Flame*

> *Poor ghost, old love, speak*
> *With your old voice*
> *Of flaming insight*
> *That kept us awake all night.*
> *In one bed and apart*

Like an old flame, knowledge, the begetter of wisdom, is the thing we can't forget that for all the good reasons keeps us awake all night.

Gerard Lemos
July 2002

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**016-121-E**
Division Number:	**III**
Professional Group:	**Libraries Serving Disadvantaged Persons**
Joint Meeting with:	**-**
Meeting Number:	**121**
Simultaneous Interpretation:	**Yes**

Library services to the homebound elderly in Denmark

Gyda Skat Nielsen
Søllerød Public Libraries
Søllerød, Denmark
E-mail: gskatn@mail.dk

As in many other countries, the number of elderly people in Denmark continues to grow. This means that there is an increasing need for special library services to those elderly who are not able to come to the library because of physical or mental limitations.

Some of these persons live in their own homes while others live in residential care facilities. All these individuals need special attention and service from libraries. In this paper I am concentrating only on services to those who, with a certain level of assistance, are able to live in their own homes but are unable to visit the library. Also included are those who may be able to come to the library but cannot carry the materials home.

According to the Danish Library Act, public libraries are obligated to serve **all** citizens – including those who are disabled or ill. We have a long tradition of library services to elderly and disadvantaged persons. During the 1960s, the outreach services called “The Book Comes” or “The Library Comes” were established. The outreach library services in Søllerød community were started by me in 1966 and was one of the first in Denmark.

Until that time, volunteer organizations like the Red Cross and the Scouts, in a limited number of municipalities, provided the homebound elderly with certain reading materials. The start of library services to the elderly and disabled provided by libraries and professional librarians was a big step forward in the move to integrate this large group of citizens into the mainstream of library services..

Today a large majority of the municipalities of Denmark offer outreach library services to their homebound citizens. The service delivery methods, however, vary from library to library. For instance, in my library, the Søllerød Public Libraries, books and other materials are brought out once a month by the library's delivery service. The delivery schedule is published every three months.

Criteria for participating outreach services

All citizens who are unable to come to the library, whether they are temporarily disabled or suffer from chronic conditions, are entitled to participate in this service. Some persons participate for a limited time, others are permanent "members". There are many reasons for patrons to take advantage of our outreach services: problems walking or carrying the library materials, visual problems, or various other physical or mental problems that limit mobility.

The Søllerød Public Libraries also offer a delivery service to elderly persons who are able to visit the library themselves, but who are not physically able to carry the materials home. People who use this service can still can come to the library and select their materials and at the same time enjoy the personal contact with library staff and other members of the community.

It is important to emphasize that in Denmark all services offered to the elderly, whether they live at home or in institutions, are free of charge.

Personal contact with patrons

A few days after the library has been contacted by a potential borrower, a relative, a friend, or caregiver, the outreach librarian makes a home visit. This initial visit is made in order to establish a personal relationship with the elderly patron. Being acquainted with the individual person and his/her interests makes it easier for the library to meet this person's needs. In my opinion, it is very important that the elderly person is always served by the same librarian ("my own librarian"). This gives the patron a feeling of stability.

After the first visit, it is important to keep in close contact with the borrower either by telephone or by mail. Unfortunately, time usually does not permit more than one initial home visit. Even so, the relationship between the elderly patron and the librarian is often very warm and close, and we receive many calls and letters.

After the first visit by the librarian the materials are brought to the patron by the library's delivery service.

How to select the materials?

Some patrons prefer that the librarian selects the materials to be sent to them. The librarian then makes the selection based on notes made during the first visit. Others prefer to make their own selection from the library's collection. In this case, we have order forms for the borrower to fill out and return to the library. The materials are generally selected from different catalogs, which we send out regularly, or from reviews in newspapers or magazines. Many borrowers keep in contact by calling their librarian once a month. This personal contact is of great importance for both parties. Some patrons prefer to send their orders via e-mail – a practical and easy way to keep in contact with the library.

Today it is also possible to search the library's catalog via the Internet and to make reservations online. This new option allows the elderly to keep up-to-date with the stock of the library. Many elderly persons, however, still prefer to keep the contact the good old fashioned way by sending a handwritten letter.

Is there a difference between the reading habits of the younger (mobile) generation and the elderly?

It is incorrect to think that, because a person is old and homebound, he/she only reads popular literature. Indeed, from my daily work I know that the range of reading interest among "my" borrowers is just as broad as among those visiting the library in person. Many of "my" borrowers for the first time in their lives have time to concentrate on reading. And they have many diverse interests, like natural science, ancient history, etc., and they read both Goethe, Kierkegaard and Kant. Many of the materials are in foreign languages, and many titles have to be ordered from special libraries.

Looking back at my library work all these years, there is a clear evidence that the more recent generation of elderly is better educated and therefore has higher expectations of services provided by the library. Today more elderly read foreign languages – primarily English, French and German. This development is also a challenge to the librarians serving the elderly.

Here are some examples of the types of materials that are most in demand:

Talking books: Used by those who have problems reading printed books because they are visually impaired, are unable to hold a books in their hands (rheumatism, etc.) or have other reading difficulties, e.g., dyslexia. The Søllerød Public Libraries can offer about 6.000 talking books for children and adults – both fiction and non-fiction. Talking books in English, French and German are also available. A note of interest: About 50% of our homebound patrons use talking books instead of printed books or as supplement to the print version.

Magazines on cassette: A good selection of magazines on history, culture, medicine, art, and various other subjects supplements to our talking books.

Large print books: Very popular with our visually impaired borrowers; unfortunately too few titles are produced to meet demands.

Music on CD or cassette: Also very appreciated by our borrowers who request all types of music: classical, opera and operetta, pop, old songs, jazz ,etc. Another note of interest: More than 50% of the materials lent to the homes for the elderly in my community are CDs or cassettes.

Videos: Feature films, operas, and other entertainment, are also becoming very popular with our elderly patrons.

Advanced age is frequently associated with vision problems. As mentioned, talking books and large print books are invaluable to the elderly who have problems reading print. To these individuals, the **Talking Newspaper** is a wonderful substitute. In 132 out of the 275 Danish municipalities, local talking newspapers are produced for persons with vision and reading problems and physical disabilities. Some smaller municipalities jointly produce a single regional newspaper on tape. All 132 talking newspapers – with the exception of a few published by private organizations - are produced by the public libraries and distributed free of charge.

A few libraries – among them the Søllerød Public Libraries – offer a **Reading Service** for persons with reading problems. This service involves the recording on tape of articles, personal letters, instructions, etc. This is also a free service.

How do we market our service to potential borrowers?

It is essential to continuously publicize the outreach services to the elderly. Some examples of effective marketing methods are:

- **announcements in local papers**;

- **articles in local newspapers and various magazines aimed at elderly and disadvantaged population groups;**
- **personal contact with the news media;**

  Library press releases are very useful in promoting library services. For libraries in communities with local TV and radio these media are very useful, too.
- **information brochures from the library** written in a clear and easy-to-read language. The brochures are distributed to all libraries in the area and to other frequently visited places, like social service agencies, city hall, doctors' and dentists' offices, local shops, and community centers for the elderly;
- **close contact with institutions and organizations for the elderly and disabled**;
- **close contact with home-help providers**; and last, but not least
- **daily contact with other citizens of the community**, i.e., the "word of mouth" method, where relatives, neighbors, and friends inform the elderly about the library's services .

Partnerships with other service providers

In my daily work, I am in close contact with **social service agencies,** and I often talk to groups of **district nurses, home helpers, and other social workers** about the services offered by my library. It is important to maintain these relationships, either by telephone or in person. Every two years, I meet with the district nurses and home helpers to inform them about what the library has to offer to their clients. The social and health care staff are not always familiar with the library, but they are very open to this information, and after my visits there is a clear increase in the number of new borrowers. Contact with **local family doctors and clergy** is also important in spreading the word to the elderly.

Local organizations for the elderly are important partners. Those who volunteer in such organizations can be great advocates. **Disability organizations**, likewise, are obvious partners. Our library keeps in contact with an advisor to the local association for the blind, who informs us of potential customers. We also cooperate with other disability organizations in arranging joint exhibits and events in the library.

The local **community centers** often invite me to talk to their clients about our library services. Most of these persons coming to the centers are quite mobile, but many of them have homebound friends, neighbors, or relatives who might want to use our services.

A couple of years ago, a formal agreement was made between the Søllerød Public Libraries' Department for Outreach Services and the two local community centers for elderly. Once a year the administrators from each agency meet to exchange ideas and plan joint events. Together we have organized several successful month-long campaigns and programs with concerts, exhibits and other events. The first program was a project called "Age no Hindrance" and was aimed at healthy and resourceful older adults. Later came a program called "Baltic Neighbors," arranged in cooperation with the embassies of the three Baltic countries and Poland. This October we are planning a "Greenland Festival."

I recently had the opportunity to participate for the first time in the yearly orientation for new pensioners arranged by the social service authorities. It was the perfect opportunity to inform the audience about our library services to the elderly. Although they may not need to take advantage of these services immediately, it is important for them to know they exist.

It is important that the library takes the first step to "reach out." **Information** is the key word, since many people do not immediately associate services to the elderly with library services. Many elderly who are not able to leave their homes live a withdrawn life at home. The services of the library can make a very big difference to their quality of life.

Promoting the library takes a lot of time and effort. But once the library has gained a place of high visibility in the public consciousness, it becomes much easier to persuade both the library administration and especially the government to invest in and support library services to the elderly. They may even realize that these services help reduce health care expenditures!

Special arrangements for the homebound elderly

We sometimes invite our homebound patrons to special events in the library. These arrangements have been very successful, with artists entertaining and refreshments being served.

Subscribers to the local talking newspaper are invited every other year to discuss this service – also in connection some type of entertainment. At these arrangements we get a lot of useful feedback from our subscribers.

A job filled with challenges and rewards

Working as an outreach librarian and serving, among others, the elderly in their homes is a challenging but exciting and rewarding job. Not two patrons are alike and not two days are the same. It may also be possible to change the attitude of colleagues who have previously shown little interest in serving elderly and disadvantaged persons. And then you suddenly realize that a former "low status job" has achieved a higher status.

In conclusion I can only say: If you do not yet have library services to the elderly in your community, start a program **now**! It is well worth the effort.

IFLA GLASGOW 2002

68th IFLA Council and General Conference August 18-24, 2002

Code Number:	**015-121-E**
Division Number:	**III**
Professional Group:	**Libraries Serving Disadvantaged Persons**
Joint Meeting with:	**-**
Meeting Number:	**121**
Simultaneous Interpretation:	**Yes**

Library Services to Institutions for the elderly in Sweden

Birgitta Irvall
Swedish Library of Talking Books and Braille
Enskede, Sweden
e-mail: birgitta.irvall@tpb.se

Libraries have customers of all ages: toddlers, schoolchildren, teenagers, adults, families, and old people. Some of them are readers all their lives, some detect the joy of reading first when the active years are gone. Some old people don't read books, but enjoy music or journals. Public libraries are for all ages and if you cannot come to the library the library has to come to you.

Institutions for the elderly in Sweden

In Sweden, like in most industrialized countries, the population is growing old, we live longer and will have a longer period as pensioners with lots of time to fill. Reading is an important way to stay alert and interested in all that happens in your community and in the world..

Most pensioners over 65 are healthy and living by themselves, they can come to the library and take part in programmes, borrow books, use the computers, read newspapers and magazines just like younger persons. For younger senior citizens many libraries have special computer classes, reading circles and other programmes held during daytime. If you are ill or handicapped and cannot come to the library but live in your own home the library can send books and arrange other services.

In Sweden there are different kinds of care centres for the elderly that are too ill to be able to stay in their own homes. In the beginning of the 90ies the municipalities took over the responsibility for the elderly. Before that many elderly who couldn't stay in their homes were cared for in long time care hospitals financed by the counties. There patients lived four persons in one room in a hospital environment for the rest of their lives. The new idea was that all old persons also the very frail needing lots of care all day long should live in their own small apartment furnished with their own things. In a "servicehus" you have your own apartment with a kitchen, but there is a restaurant where you can have your dinner, personnel to call if something happens, often also programs you can chose to attend, hairdresser, foot care specialists etc. In a "sjukhem" you get more care but every person has a room and often a small kitchen and a bath. You get all your meals served, there are nurses and doctors and therapists. For dementia patients there are institutions like big apartments where a group of 5-10 persons live, each person has a room of his own and then kitchen, living-room and other facilities are shared. Memory training is organized and medical treatment. In regular hospitals there are also many elderly, but they are not supposed to stay there but for active treatment. There is also mixed forms of treatment for the elderly, day-care and rehabilitation training in hospitals. There are some private institutions and some driven by care companies, but paid for by tax money from the municipalities.

When the municipalities started building "servicehus" in the 70-ies the idea was that senior citizens from 65 and up with no special health problems should live there. Because many more persons now get much older and need care for a longer time only persons with greater needs of different kinds of care get apartments there. You get help from the local government in your own home first, from help with cleaning once a week up to help three times a day with almost everything including medical care. Only when it is absolutely impossible to live in an ordinary apartment you get a place in an institution. That means that persons in "servicehus" and "sjukhem" often are over 80 and suffer from multiple illnesses.
This is important for libraries to know when designing services and programs. Libraries do cooperate with the social authorities in the municipalities in creating services for the elderly in institutions.

Different ways to organize library service at institutions for the elderly

Library services to different kinds of institutions for the elderly are the responsibility of the municipality and its public library. Sometimes the library is responsible for the services through its own budget allocation, sometimes the actual institution pays the library for the services. This depends on the economic model for each municipality.

In larger institutions there are often small libraries with a good location close to the main entrance, easy to use for all inhabitants and for the personnel. The use of the library is free for the elderly living in the institution, their relatives and for all kinds of staff. It is very important that everybody in the institution can use the library, that gives the library lots of good-will and relatives and personnel can help inform the elderly of what the library has to offer. For this reason it is also important to carry medical books and journals that cater to nurses and paramedics so that they will be interested and use the library. Relatives and friends of the elderly should also be able to find information about dementia and other illnesses that affect elderly.

The library collection has to include fiction and non-fiction, picture books, large prints, Easy-to-read books, talking books, music, perhaps videos, reference works. All of these small libraries cooperate with the nearest public library. Often the librarian in charge works both in the public library and in the institutional library. She borrows books from the main library for a customer or if she cannot find it in her library uses the interlibrary loan chain. She can also bring deposit collections to augment the small library. In most cases the library is always open, but the librarian has only 2-3 days of service there. If you want to borrow when the librarian isn't there you fill in a slip and leave it for the librarian.

In smaller institutions there is no real library with books of its own, but just a deposit collection from the main library. This collection is changed 2-4 times /year. Some new books can be brought when the librarian visits the institution. The books will then be placed on a shelf in a central place easy to find and anyone can borrow at any convenient time. If there are some elderly in the institution who read much they can be put on the list as housebound readers and get books regularly after a telephone call to the main library.

Some "servicehus" are situated in a central place in the community and has a branch library in the same building. Then the elderly who can move around a little can come to that library as anybody else and borrow. The library also gives service by depositing books at different central places in the building and it is easy to give inhouse service since the library is already in the building. This kind of library can of course have better opening hours because they also cater to the community around. It could be open every day and arrange programs open to everyone.

Example Handen hospital, Haninge municipality, south of Stockholm

Twenty years ago Handen hospital was a long time care hospital driven by the county council of Stockholm (regional authority responsible for medical care). Old patients lived in 4-bed rooms for the rest of their lives. Now part of the hospital is "sjukhem", medical and daily care for the same kind of patients but in a more homelike atmosphere and with single rooms. But there is also a variety of other activities in the building like geriatric care, rehabilitation, day-care for the elderly which means intensive medical care for shorter time, then the patients go back and live in their own homes. All the different wards pay for the service of the library and its personnel. Relatives and the elderly patients can use it in different ways. There is a small library with a medical department. It is open two days a week for five hours with a librarian. The rest of the time you can visit the library and also borrow. The medical department is closed when the librarian is away. Valuable reference works got stolen when it was open without staff. The librarian takes a book trolley to all parts of the hospital and "sjukhem" once every fortnight. There are small deposit collections in all wards that are partly changed when she brings the book trolley.

The librarian works part time at the hospital and at the public library near by. She can bring books from the main library and interlend what she needs. She has a computer at the hospital library from which she can search for books. The lending system is manual. For the nurses and other medical personnel she orders books and articles from medical libraries. This service is very popular especially now when many more go to different kinds of classes for further education in medicine. If the staff gets a good service with medical literature they also get to know the library well and they can inform the patients about the library and its stock.

There is a Library council in the hospital with personnel from different wards, the librarian and the director of the hospital. They meet a couple of times a year to discuss service levels and programmes. All new personnel are taken for a tour through the hospital and they also come to the library to get information. A small information booklet is given to all new patients.

The librarian and a couple of therapists formed a group and put together their own exhibitions collecting the material themselves together with colleagues from different wards. One example is a Swedish coffee table, a very typical thing for old Swedish women to remember. They collected coffee cups with old patterns, tablecloths and also books about cakes and cookies etc. The exhibition was started with a coffee party for everybody. Through this group the librarian got very good contacts with wards and persons all over the hospital.

To give a good library service at a "sjukhem" the librarian has to have good contacts with all staff, best if you have a contact person in every department/ward so that you will get information about new patients and special wishes. A good contact with the management is also very important and at Handen hospital this is done through the library council.

Reading circles

Many libraries in institutions for the elderly offer reading circles. The librarian reads aloud to the group and all members then discuss what is read. For the slightly dement this is a very good way to train the memory and it is also good to be part of a group. In some cases actors do the reading and the librarian helps to find suitable books. Sometimes you can use parts of talking books and then look at pictures in the printed book. Music can also be used as part of programs.
In Eskilstuna, south of Stockholm, the library is training staff to read to the elderly they care for in a project. Librarians often don't have time enough to read to groups and if personnel can do this it will be a natural part of their job to care for the elderly.

Memory training

For patients with different kinds of dementia illness memory training groups are formed at the wards. The training often involves numbers, dates etc and can be tedious. Ingrid Lindwall, head of library services to hospitals and institutions for the elderly in Stockholm, had a very bright idea. Why not make the training fun? She put together boxes with old things on a special subject including books with many pictures, music cassettes and lent the boxes to the therapists at the hospitals and institutions for the elderly. Sometimes also librarians had groups that talked about a subject using the boxes.

For instance there is a woman's box, a man's box, and a coffee party box. In the woman's box there are pink undergarments, a straw-hat, curlers, hair-needles, and some books with many pictures of life in the countryside in the 20ies and 30ies. In the men's box there is a shaving knife, a hat, fishing gear, tobacco etc. First friends and relatives supplied the things but later on also local museums got interested and made some boxes about farm life etc. It is important for the library that you also have books, best with many pictures. Books about life in the countryside and also in the cities from the time the old persons were young are always very useful in the library. The boxes can be lent just like books to different institutions or by a therapist.

Cultural ombudsmen

In Sweden the 90ies have been difficult times for libraries with budget cuts and the following cuts in programs. Also services to the elderly have been cut back. The librarians cannot do everything, they do need helpers when they want to give service to the elderly. Why don't give personnel at institutions for the elderly education about the library and about the importance of reading and culture for all ages? In many municipalities programmes with "kulturombud" (cultural ombudsmen) were started. All personnel working with the elderly in institutions and in the homes of the elderly were invited to seminars on library service, reading and culture. The seminars focused on the service to the elderly but did also give cultural impulses to the persons themselves. Authors were invited to read from their books and interesting museums etc in the community were presented. Then one or two persons from each institution were chosen and they got more information. The ombudsmen met regularly and learned more about library services. They then helped the library at their institution, informed their colleagues about the library, how to get books, about talking books and players. The ombudmen got the possibility to use some hours a week to inform colleagues, the elderly and to go to meetings with librarians.

In small institutions with only deposit collections from the library the ombudsmen kept order on the shelves, called the library and ordered new books, informed new patients of the service. In the community of Värmdö outside Stockholm they even made two exhibitions in cooperation with the library. One was about their own work in institutions for the elderly now and historically. Värmdö is a community of islands with fishermen-farmers, rapidly turning into a suburb of Stockholm. The second exhibition was about the life of the islanders some 100 years ago. This exhibition was held in the library and old persons from institutions came and demonstrated to children in the lower grades so that they could learn their history. Both exhibitions were very successful.

To inform and educate cultural ombudsmen first takes a lot of work from the librarian but in the end you get invaluable help to give the right kind of service to the elderly in different kinds of institutions and also to persons living in their own homes. In the county Sörmland south of Stockholm all municipalities have cultural ombudsmen and the county library arranges programs for them to give new inspiration and a chance to meet each other.

Help from relatives and friends

The old persons now living in "sjukhem" are all very weak and often have many illnesses. They often stay in their beds or chairs and cannot move around a lot. Many are too frail and tired to hold and read a whole book. What can the library do for them? Should we do anything? If you are too tired to tell what you want to read or don't know what a modern library can offer, what do you do?

In 1994 a project was started where relatives and friends that visited the patients were contacted to help with telling what books or other media the patients wanted. (Biblioteket i vårdmiljön.) The project was funded by the county council of Stockholm as a part in a large program about culture in hospitals and care centres for the elderly, Kultur i vården visavi vården som kultur. (see Bibliography, p. 12)

Two hospitals, Rosenlund in Stockholm and Handen in Haninge south of Stockholm were chosen. Two wards in Rosenlund and one in Handen took part. From 105 patients 36 took part. The ones that didn't participate were either too ill or didn't have any visitors to ask. The visitors got questionnaires to fill out about their relative's/friend's interests, former jobs, if they had lived their lives in the city or in the county. They also told the library about interests in music and reading ability. Then the librarians tried to find suitable materials according to what the relatives had said.

After some months of giving the patients books and cassettes etc according to their relative's answers, personnel at the wards, the patients and the relatives were asked what they thought about the project. "It is the small wonders that count" was the comment from one nurse. She had seen how a gravely demented woman got a music cassette with children's songs she recognised, woke up and talked. Before that she had been lying down without any reaction at all. The relatives were very positive and many of them had talked with their mother/father etc about the books and music. They were grateful to find new things to talk about during their visits. Many didn't know that libraries do lend talking books, music and also tape-recorders. An old lady of Indian decent was very moved when she got a book about horses. Her son had told the librarian that his mother grew up with horses in India. For immigrants who can forget their Swedish when they get dementia it is very important to get in contact with relatives and with their help find the right books in their native language.

To very old and frail patients you cannot lend big books, but the library has music, books with many pictures, talking books that can be of interest. Through contact with relatives and friends visiting the hospital the right music or book can be found and mean very much to a frail old person. It also gives visitors something to talk about with their relatives. Music can be remembered by dementia patients longer than words.

Conclusion

In all industrial countries the age-group over 65 and the very old over 80 increases. Many live a good life relatively healthy to a high age, but there is also a growing group needing care in different kinds of institutions. What kind of service can libraries give to the elderly in those institutions? Many are frail and suffer from different kinds of illnesses also weakening eyesight and hearing loss. It is important that there is library service also in these institutions. Small libraries, deposit collections, service from the public library directly to homebound persons are the services offered by Swedish public libraries. Most important is the contact with the nearest public library. A small library cannot carry all books and other media needed, there must always be loans from other libraries.

In Sweden we only use librarians and library assistants in these services and then lately get the help of the hospital personnel. We don't have any volunteers. In other countries maybe volunteers might be very useful in this kind of work, but there must be librarians choosing books and running the service.

It is very important to have different kinds of media, Easy-to-read-books, large print books, talking books, books with many pictures, music and of course ordinary books fiction and non-fiction. Maybe also something like the boxes with old things combined with books.

With a good media stock you can arrange programs like reading, memory circles and discussions. Everybody, also very old and very sick persons have the right to find what they want to read or listen to and don't forget that among the very old there are also persons who can read anything even though their body is frail.

Bibliography:

Bibliotekens särskilda tjänster. Kartläggning och analys av biblioteksservice till äldre och funktionshindrade. Rapport från Statens kulturråd, 1999:2. Stockholm, 1999.

Irvall, Birgitta & Lindholm, Christina: Anhöriga – brobyggare till de boendes biblioteksbehov. Stockholm, 1995.

Likvärdig service! Bibliotekens tjänster till äldre och funktionshindrade. SABs kommitté för uppsökande biblioteksverksamhet, 2000.

Rapp, Birgitta: Kultur i vården visavi vården som kultur. Ett livsviktigt forskningsprogram med en tvärvetenskaplig syn på hälsa och livsvillkor i omvårdnad och åldrande. Slutrapport. Stockholm, 1999.

Ända hem till fru Nilsson. En metodutredning om uppsökande biblioteksverksamhet. Rapport från Statens kulturråd 1990:1, Lund, 1990.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 146-121-E
Division Number: III
Professional Group: Libraries Serving Disadvantaged Persons
Joint Meeting with: -
Meeting Number: 121
Simultaneous Interpretation: Yes

"Aging and Verbal Creativity - Creative Writing for Elderly in the Library"

Oddgeir Synnes
Hordaland County Library
Bergen, Norway

The topic of this presentation is "Aging and Verbal Creativity – Creative Writing for Elderly in the Library". Over the last few years I have been leader of a project that has arranged creative writing courses for elderly people in Bergen and Hordaland County, initiated by the Hordaland County Library. Several of these courses have took place in various public libraries, to enhance the library as an attractive meeting place for elderly. We have held seven such courses for "ordinary" pensioners living at home, while two have been given at nursing homes and one at a clinic for elderly suffering dementia. This lecture will focus on the seven course that took place in public libraries.

When we started this project in the Autumn of 1998, our basic pedagogical idea was that old people possess much experience, valuable knowledge and creative abilities that are allowed to emerge in a far too small degree in our society. Our task as educationists is precisely to see and discover the potentials in all human beings. We were inspired by, among others, the work of American poet and Professor of literature, Kenneth Koch. In New York in the '70s, Koch inititated courses in poetic writing in a nursing home for older people. These were people with no previous experience in writing poetry. Would-be authorities were sceptical, especially staff at the institution. But the results from his work were astounding. Koch showed that there are no dull and uninteresting people. Everyone is a universe of experience and capability, and many harbour undiscovered qualities. They are books never leaved through. One of "our" participants wrote about this:

You live in our neighborhood
You wander in our streets
but nobody sees you.
You go about so quietly
doing your own thing.
Your coat is grey
not the latest model.
You are a "grey mouse".

Well, are you really?
Perhaps you have colourful memories
and sparkling expectations inside.
Perhaps you are a picture book
in a worn grey cover
that no-one bothered to open.

Just why creativity?

In a city like Bergen there is much on offer for older people: Meetings, lectures, parties, outings and trips. And nursing homes have activity rooms. All this is valuable, very valuable indeed. But what about old people and their creative abilities – when *they* are the *producers* and not the recipients, consumers of what others have thought for them? Do we give due respect to their spiritual welfare, their mental capacity and their creativity?

We are convinced that in toiling with words strange and wonderful things happen. The words live on, establishing contact despite age, generation or culture. Even at the first meetings we can see how words bring us closer together. Taking our starting point in memory, we write texts based on experiences from childhood, and immediately texts appear, producing both smile, laughter and tears in the listeners. At our first meeting in Bergen they seemed both very sceptical and a bit nervous. So we asked them to close their eyes, think back and write a few sentences about what they saw. And suddenly we were presented with pictures of "snowclad hills one sunny Sunday on an island some 85 years ago." An older woman began her text like this: "My mother died when I was five." And within five minutes we already have established a strong contact. Reading the texts for the first time, we normally read them out loud, anonymously, and comment on their positive traits (details, a good picture, a metaphor etc.). We often experience their enthusiasm, and they often say afterwards: "That was my text!" And even though many of them are sceptical at the beginning, we experience that those who do show up to the first meeting, stay.

What, then, has this got to do with creativity? Are not these examples simply exercises of memory already gathered and catalogued enough in Norway? No, I will say, creativity is central to bring forth those memories, and for these memories to take hold of us. Why was I never taken the same way by the stories my grandmother told as I am by the stories from the writing courses? A good narrator can make a common story good, while even the best story can be told badly. This has to do with creativity, and it has to do with poetic language: For the second course in Bergen, one of the participants, Jenny, wrote a short story for the task "That Day". She started off telling about herself and her two sons of three and five years of age sitting in front of the radio one morning listening to a children's programme, and how they unfolded the world map afterwards and let the small toyboats follow dad's travel route at sea. Towards the end of the text it says:

The wind had calmed down, the fjord lay dark and quiet, it was peaceful – spring was here. We had no running water, so I headed for the well to fetch a bucket of water. Then I heard slow, hesitant steps on the path, I saw the shadow of a man appearing. I was scared stiff, I put the bucket down, and wondered who was there. I was not moving, the man came closer. "Do not be afraid, I am the priest," he said calmly. He had arrived on the passenger boat across the fjord, it was late, but he had waited to make sure the children had fallen asleep. I was paralysed, could not move. The priest held my arm and led me inside. We sat down, and in a calm voice he told me that Kaare, my husband, had died early that morning - an accident on board.

It was difficult to understand that this had anything to do with me and my small children. We had lost our dad.

That day – my life was changed.

Through the text we are presented with a touching glimpse of a strong lifestory. I do not think it would have appeared in the same way if we had simply asked Jenny to tell us of her life. But Jenny was given a concrete task called "That Day", and she sat down and wrote of the day she lost her husband. In focussing on this particular day it appears before us. We are *with* Jenny as she receives the message of her husband's death in the words "Don't be afraid, it's the priest." Through poetic language we get to know Jenny's emotions in just that moment. We experience the idyllic opening, becoming an enormous contrast to what will come. And we experience small textual pointers, such as the double meaning of the description of nature.

This goes to show how poetic language communicates differently from rational language. Language and thinking are intimately interweaved. Utilizing everyday language in order to tell things of importance can often appear intimidating, whereas poetic language opens up other possibilities of mediating. The American educationalist Elliot Eisner claims that we have become alienated through rational language: «…as the use of language becomes more abstract, the power of language to alienate people from there feelings encreases». And Louis Arnoud Reid writes of poetic language opening up for deeper insight: «In poetry the ability to use words, the greatest of all single human powers, can open up new perspectives of imagination and conception, new understanding of love, youth, age, mortality.». Through the creative texts and through the poetic language, the stories become something more than just tales.

Indeed, typical of all the writing groups is that very personal memories are touched upon by poetic language. The participants produce texts, expressions they otherwise would not have, if were they just sitting about reminiscing. Everyday language would quickly make that too personal or intimidating. An instance of this is given by the writing course we started last Autumn in Bergen. The participants seemed sceptical about presenting their stories. But as early as the next meeting texts were produced yielding strong glimpses of events that had been important for the participants. Through tasks like "That Day" and "To Come Back" we achieved concentrated texts mediating the writer's emotional life through poetic language. And we experienced how the texts lead to a qualitatively special unity in the groups, both participant to participant as well as between teacher and participant. The following text was in reply to the task "That Day" at one of the Bergen writing courses:

Wednesday October the fourth
Nineteen forty four
My father went to work at seven
I left home at half past eight
My mother and my sister Turid were alone.

The planes came five past nine
Fifteen minutes later
Everything was calm

One hundred and fifty bombers,
Allied heroes had spread
One thousand four hundred and thirty two
Evil seeds over Laksevaag,
The fruit being death and chaos.
They were laid in the same grave
The carpenter had made the coffin
Broad, because my mother was pregnant
And Turid was seven years and five
Monthts

It is difficult to live death

In his article 'Creative Challenges and the Construction of Meaningful Life Narratives', Mark Luborsky demonstrates that elderly people have a need to re-arrange their lives through meaningful narrative categories. It is important for them to arrange their own experiences and lives in a story, a narrative acceptable for, and meaningful to, themselves. And this implies creativity. The writing courses seem to strengthen this constructing when we experience the participants' need to share their stories, stories often previously untold.

One participant in Bergen had been a nurse during the war. At one of the meetings they were supposed to tell a story about an object. So this pensioned nurse presented us with an old ampule of penicill, and started to tell about Terese – fourteen years of age – who was ill with pneumonia, and that they had no penicillin. How she was the sunbeam of the hospital. At last they succeeded to get penicillin from the sky – airborne from an English drop, but it proved too late, she died shortly after. The doctor had then given this nurse the small ampoule and said to her: "You shall keep this until you grow old, and then tell of Terese." And so almost 60 years later we sat there feeling this ampoule that had arrived too late. And this nurse had more stories to tell from the war. Towards the end of the war she sat by the death-bed of an English pilot. A few days before he

BEST COPY AVAILABLE

died, he gave her a poem he had just written, 'A Nurse's Hands'. And so this modest woman pulls out an old, faded note, in clear handwriting, dated September 4th 1945. She had never shown it to anyone outside her close family. Here's a short excerpt:

Your hands will tell the story plain and true
of all you are and know and feel and do;
Your hands, the servants of the mind, are used
In countless tasks and cannot be excused –
A nurse's hands, tho' unadorned by rings
are hands of beauty, trained for noble things.

This poem is a good example of how poetic language works. We would not have been fascinated or moved by it in the same way if he had written a note simply thanking her for her care. But the poem elevates the content, and it becomes a text we can read again and again, and it will always have something new to tell us.

Creativity as present time and therapy

But the writing courses are not only creative use of memory, even though memories are important. The idea that old people primarily should tell of the old days, does something to the perspective; to quote one of the participants: "I know several who write reminiscences, but to me that's drab stuff. That's nothing but what (already) *has* happened!" Creativity, on the other hand, is a centripetal force taking its starting point in a creative "now", but in the process pulling past and future closer. Hope, dreams and strong emotions do not vanish by the fact that one has reached a certain age.

In the course of the writing courses we notice that the participants proceed to writing texts from an everyday starting point, and what they are concerned about here and now, not just the past. Asbjørn, another of the participants in Bergen, became seriously ill and had to be hospitalised. But rather than lying awake at night worrying over his condition, he wrote a text about the sounds in the hospital at nighttime. And he was granted leave by the doctor to show up at the writing course when he told him how important this was for him. And in the middle of serious illness we experience humour breaking through as Asbjørn arrived, hospital wristband and all, to read his text out loud. According to Asbjørn the writing course has helped him enormously through heavy times, something he wrote about in several poems.

Initially, there is no therapeutic aim to the courses, but we can see how the strong stories tales break through, without our request. We have several examples of how much the writing courses mean to the participants. An older lady in the writing course at Askøy said that because of the writing course, she noticed none of her usual winter depression. And a course participant at the Red Cross Nursing Home said that the writing course had kept her from the grave. In the courses, tears flow and laughter is plenty. Life is play and life is dream, and life is harsh reality.

Research on aging and creativity

In the US, research on aging and creativity has gradually grown into a large field. In her article 'Aging, Writing, and Creativity' Carolyn Adams-Price seeks to investigate the characteristics of creative writing among regular old people. These fit with our own results. First, in that old people are more direct than younger ones; the texts demonstrate a wish to communicate directly, which we have seen both in the texts presented here and the other texts from the courses. Another observed characteristic also supported by the courses, is that elderly people's texts often stress positive aspects of life – harmony, synthesis, wisdom. While younger people's creativity is often characterised by originality, we find less of that in older writers. But the texts of older people contain more of what Adams-Price terms empathic resonance. It produces empathy and sympathy in regular people, but is not as popular among literary critics. In the light of these qualities, originality is hardly a reasonable criterion of creative quality as normally established.

About the linguistic expressive side, the same article says that older people have a rather simple language, a direct, straightforward style with short sentences. But the vocabulary may well be rich. There are often powerful words one cannot find in younger writers, graphic words from nature, and old words about to grow extinct.

The method

And the pedagogical method? Simple, yet efficient. For pedagogic truths, the same holds as for other things in life: What is great and essential is – essentially – simple. We go for the positive side of things. We start from what people actually manage and do not focus on that which is not as good. "Do not kill a song-bird," sums up our philosophy. Still, we do give advice, for this is about learning. The atmosphere and group climate are very important for the participants' daring to step forth and lay themselves open through their texts.

Though we are mutually inspired by each other's texts, we stress the value of everyone's keeping their unique voices. One of the participants always writes very short texts where each word carries great significance, while one paints texts in broad strokes of the brush, the way she does when painting a picture. Another writes marvellous portrayals in dialect, yet others bubble over with joyful play . We strive to play and experiment. Norwegian philosopher Arne Næss once said: "Much more play when over 70!"; we agree unequivocally. The power and willingness to create, to challenge yourself on areas where you never before have been, is a central elemen in these courses. As swedish poet Gösta Ågren has put it: "If you do not change, you become another" (my transl.)

Often we find that the texts of the elderly carry wisdom, wisdom encountering daily life and experiences with nature. One lady writes:

Grey is not my colour
but I am fond of stone
grey roadside guard stones
innumerable shades of colours grey

Another one talks about the yellow dot in the pansy: "Have you seen the yellow dot?"
A participant at Askøy writes: "I do not climb the highest point, I rather seek the deepest water." Expressions offering food for thought – maybe carriers of wisdom. Do I take time out to see all the nuances of grey in the rock? It makes life a little easier, is the small dot in the pansy a

reminder? For what do we use our short lives? To climb high or seek the deep wells? We experience that the texts often are about seeing the great in the small.

Creativity and the future

In addition to writing texts of past and present, the participants produce both texts looking forward and which are joyful of the future, as well as texts filled with wonder, philosophising over a future they will no longer be a part of:

The day will come
when I no longer exist
Who will then think my thoughts
suffer my pain
or rejoice my happiness?

Who will then look with my eyes
the clouds drifting cross the sky
the fountains diamond drops in the sun?

Who will then hear with my ears
the wind whispering in the leaves
the robin singing in the forest
or the childs exciting tale?

Who will then put my footprints in the newly fallen snow?

And Mette from the first course in Bergen said on a humourous note: "I intend to postpone my funeral, after all I cannot miss the writing course!" And listen to this short poem from the same lady, inspired by the great japanese haiku-tradition: "The autumn leaves / Shivering in despair / Afraid to lose the thread of life".

This was just a brief insight in the experiences we have gathered from the writing courses held in libraries in Hordaland County. As you have seen in these texts, we have experienced clearly increased abilities in the participants when it comes to writing and expressing their thoughts and feelings, together with a lot of other positive aspects. From the libraries' point of view, we have seen an increasing interest in libraries and their services. A lot of the participants had never before written literary texts, and most of them did not read much. But after the courses we have seen a lot of the participants returning to the libraries to find literature and authors that we have used as models or as inspiration during the courses, and several say that they now have found a new interest in reading, not just for readings sake, but to look at the language, how professional authors use their language. And many have started reading modern poetry, a genre they never before would have dreamed of having an interest in.

Finally, I would like to quote a text that surfaced in the course at Osterøy. It is written by an older man who had never written anything other than case documents for local authorities. His text shows much of what I have touched upon here: Empathic resonance, harmony, visions of the future. Hearing him read it was a strong experience. He was obviously quite moved, and towards the end he had to stop for a while in order to be able to finish:

> *You and me are walking parts of the same road, ahead of us the roads separate, there I bend off. You move on. In my thoughts you are walking on grass wet from the dew, barefoot, singing and sensing how life is breaking through in you, and with oceans of time ahead of you. I am entering an autumn landscape, crackling yellow leaves under my feet, but my steps are slower than yours. My goal is not so far ahead. I don't need much speed to get there in time. But it feels good to walk on autumn leaves. Oh, this blessed autumn sun, it is not so high in the sky anymore, but it still sparkles on me. And the road? It is still unknown - and exciting.*

Bibliography:

Adams-Price, Carolyn E. 1998. "Aging, Writing, and Creativity". In Carolyn E. Adams-Price (ed.) *Creativity & Successful Aging* (269-287). New York: Springer Publishing Company.

Eisner, Elliot W. 1975. *Skolens oppgave*. Oslo: Aschehoug.

Koch, Kenneth. 1978. *I Never Told Anybody: Teaching Poetry Writing in a Nursing Home*. New York: Random House.

Luborsky, Mark R. 1998. "Creative Challenges and the Construction of Meaningful Life Narratives". In Carolyn E. Adams-Price (Ed.) *Creativity & Successful Aging* (311-337). New York: Springer.

Read, L.A. 1968. "Art, Truth and Reality". In H. Osborne (ed.) *Aesthetics in the Modern World*. London: Thames and Hudson.

Please check out our internet adress: http://hordaland.kulturnett.no/tema/eldreveven
where you will find an english version of our work.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 006-122-E
Division Number: IV
Professional Group: Classification and Indexing
Joint Meeting with: -
Meeting Number: 122
Simultaneous Interpretation: -

Subject-based Interoperability: Issues from the High Level Thesaurus (HILT) Project

Dennis Nicholson
Strathclyde University
Glasgow, UK

Introduction: HILT Phase I to HILT Phase II

The subject-based interoperability issues covered in this paper arise from two projects, now called HILT Phase I and HILT phase II. HILT Phase I (previously referred to only as the HILT Project) reported in November 2001. It was funded jointly by the Joint Information Systems Committee (JISC) and the Research Support Libraries Programme (RSLP) and lasted just over a year. JISC funding for HILT Phase II is expected to be confirmed in April 2002. Phase II will last for 12 months, and will utilise the work of HILT Phase I, and the skills and experience of the team that carried it out, to build on the cross-community consensus achieved in HILT Phase I by creating a pilot terminologies mapping service or route map with a specific focus on current concerns in the developing Distributed National Electronic Resource (DNER), including – but not necessarily limited to – Higher Education (HE) and Further Education (FE) focused subject terminologies for collection level description in the JISC's planned Information Environment (IE). The user evaluation and cost benefit analysis of various levels of service will also be features of the project.

The Problem

Ensuring that FE and HE users of the IE can find appropriate learning, research and information resources by subject is one of the major challenges facing the JISC, the DNER, the Resource Discovery Network (RDN), and the various key information and learning service providers across the archives, libraries, museums, and electronic services domains. As HILT Phase I discovered, the various service providers use a range of subject schemes (from general schemes like LCSH, UNESCO, DDC, and AAT, to specific schemes like MeSH) to meet the requirement to adequately and consistently describe their resources for accurate retrieval. If cross-searching and browsing is to function coherently for users of the IE, these schemes must be mapped to one another, perhaps using a common 'spine' such as DDC with international and multi-lingual application and the potential to facilitate machine to machine (M2M) interworking. More importantly, perhaps, the terminologies in the minds of different types of FE and HE users must be 'disambiguated'[1], then translated into the service-assigned terms the users need to cross-search or browse the group of services of relevance to their query. The aim of HILT Phase II is to build and evaluate a pilot service that will mediate this process as a DNER 'Shared Service' in the Information Environment.

HILT Phase 1

HILT Phase 1 found that:

- Many different subject schemes and practices are in use in UK services who believe that subject searching across their services is of value both to their users and their staff.
- There was a strong consensus across the Archives, Electronic Services, Library, and Museums communities in favour of a more practically focused follow-up pilot project that would develop, and accurately determine the full costs and benefits of, a networked, user and machine responsive, interactive route map to the terminologies used by these communities and the relationships between these terminologies (previously referred to within HILT as a 'pilot mapping service' - see Terminologies Route Map (TeRM) diagram in Appendix A for an outline description of what it is and how it would function)
- Further research was required into the effectiveness, level and nature of user need, practicality, design requirements, and costs against benefits of such an approach before a long term commitment to a possibly expensive service could be justified. This, it was determined, could best be done via a pilot project that would examine these and related issues.

Further details of HILT Phase 1 can be found on the HILT web-site[2] generally, and in the HILT Final Report[3] in particular.

HILT Phase II: Aims

HILT Phase II moves this process into the pilot project stage, focusing - as recommended by the HILT Phase I evaluator - on terminology and thesauri requirements at collection level, but also bearing in mind the need to extend this in due course to the needs of item level retrieval. It will utilise the work of HILT Phase I, and the skills and experience of the team that carried it out, to set up a pilot terminologies route map or TeRM service, similar to that proposed in HILT Phase I, aiming to:

a. Provide a practical experimental focus within which to investigate and establish subject terminology service requirements for the JISC Information Environment, with particular reference to DNER, RDN, User, Collection Level, International Compatibility, and local, regional, national and UK-wide access considerations.
b. Make recommendations as regards a possible future service, taking into account a range of factors, including the level and nature of user need, practicality, design requirements, effectiveness, functionality available in existing commercial software packages as against original development, and (above all) costs against benefits to FE and HE users of a full terminologies service focussed primarily on collection level needs

---

[1] The process of determining whether the user who types in 'lotus' is searching for information on the car, the software package, the flower, or one of the many additional meanings of this term

[2] http://hilt.cdlr.strath.ac.uk/

[3] http://hilt.cdlr.strath.ac.uk/Reports/FinalReport.html

HILT Phase II: Participants

HILT Phase II will last for 12 months, and will involve roughly the same mix of participants as HILT Phase I, but with the addition of more direct involvement from representatives from the DNER, the RDN, and FE. Specifically:

- The Centre for Digital Library Research (CDLR) at Strathclyde University – lead;
- DNER representative
- mda (formerly the Museums Documentation Association);
- National Council on Archives (NCA);
- National Grid for Learning (NGfL) Scotland;
- Online Computer Library Center (OCLC);
- RDN representative
- FE Representative
- Scottish Library and Information Council (SLIC);
- Scottish University for Industry (SufI);
- UK Office for Library and Information Networking (UKOLN).
- Terminology experts, Alan Gilchrist and Leonard Will (external evaluator)

Through its involvement in the CAIRNS[4] clumps project (which utilised collection strengths to landscape mini-clumps), the SCONE and SEED[5] projects which combined to build a cross-sectoral collections database[6], and HILT[7] Phase I, the lead site - Strathclyde University's Centre for Digital Library Research[8] - has extensive experience in the use of collection level descriptions in a dynamic distributed environment, and of associated terminology problems. It also has available a rich distributed information environment in which to study the operation of the pilot and its interaction with users and services. This includes the CAIRNS distributed catalogue with universities, National Library of Scotland (NLS), NGfL, SLAINTE, and Glasgow Digital Library (GDL) databases, a subject-based collection strengths landscaping mechanism, the SCONE named collections database, an Open Archives Initiative (OAI) e-prints server, New Opportunities Fund (NOF) and other digitisation project databases, and the potential to mount other Z39.50 databases. Other participants - particularly UKOLN, mda, NCA, the RDN and the DNER, and the HILT terminology experts, add additional depth and breadth to the team. In addition, OCLC has agreed to assist the study by providing access to a machine-readable mapping of LCSH to DDC and associated access to expertise. The CDLR also works closely with the ten Glasgow FE colleges within the RSLP GDL project.

Building the TeRM

For the purposes of this project, the pilot TeRM would be built using commercially available Wordmap[9] software. This is known (through HILT Phase I experience) to provide a good initial illustration of the kind of facilities needed for the pilot. This does not imply a preference for this software or supplier, nor even for a commercial as opposed to a 'home-grown' or open source approach. The project would aim to develop a full requirement specification through evaluative activities conducted by user and service focus groups and external experts. It would then compare *all* relevant packages available, having conducted an in-depth survey of all current commercial and other solutions. WordMap would be amongst those able to offer software that might meet a significant part of the specification, but would not be favoured. The question of whether or not a community-based open source approach is preferable to buying a commercial solution would also be examined.

---

[4] See http://cairns.lib.strath.ac.uk/ - Z39.50 catalogue including universities, NLS, NGfL, and others
[5] See http://scone.strath.ac.uk/ and http://seed.cdlr.strath.ac.uk/
[6] See http://scone.strath.ac.uk/service/index.cfm
[7] See http://hilt.cdlr.strath.ac.uk/
[8] See http://cdlr.strath.ac.uk/
[9] See www.wordmap.com

There are good reasons for using a specific piece of commercial software at this stage of development. Experience within HILT Phase I suggests that project participants find it easier to discuss the requirements of such a service given a real illustrative example on which to focus. It is therefore believed essential that we mount an illustrative pilot early on in the project in order to help engage the interest and attention of users and other stakeholders and give them a practical environment within which to envisage and consider the problem. Wordmap is being used because we want to have a real working demonstrator at an early stage for users and service providers to interact with. Attempting to draw out the full requirement *before* implementing an illustrative pilot would, it is believed, result in a poorly researched requirement as users and service providers would not have been sufficiently stimulated by operation in a real context to allow a full specification to emerge. This approach is viewed as a pragmatic one that will enable us to evaluate the real uses and issues in a timely way, whilst also avoiding the potential waste and risk involved in development from scratch before a full requirement has been established.

Terminologies and Terminology Related Issues

The initial illustrative TeRM would be based on the RDN terminologies[10], on terminologies available as part of the Wordmap taxonomies set, which include, in particular, a set of terms used by general internet users, and on selective subsets of LCSH, DDC, UNESCO, and AAT. OCLC will provide an LCSH – DDC mapping, and may also be able to provide a DDC to Conspectus subject headings[11] mapping. The UNESCO thesaurus is available online[12] and we will look to obtain AAT selections from manual sources. The aim would be a *selective* mapping sufficient for the purposes of the pilot in the first instance – i.e. not a comprehensive terminologies map. Consideration would also be given to the various issues raised by the HILT Phase I evaluator, Leonard Will (HILT Final Report, Section 10), and two additional questions:

1. The question of whether or not the TeRM needs a central spine

   A key element in the provision of such a pilot will be to 'translate' the user's subject retrieval 'problem' as couched in the user's own terminology to the various terminologies used in the distributed environment, and to do so in an intelligent and helpful way. This will usually require a certain amount of user-TeRM interaction to 'disambiguate' the term or terms used by the user (e.g. does she mean lotus, the flower, or the car, or the software package, or what?). There is then a question as to whether it is:

   a. Feasible
   b. Best in terms of good resulting retrieval for the user (note that this includes a need to retrieve across language barriers)

   for this interaction to take place between the user and a single central scheme to which all other schemes in the environment are mapped in the TeRM, or between the user and each individual scheme in turn. Following this, if the best answer is a single spine scheme, there is a question as to which existing scheme, if any, would best serve this purpose, the most likely possibility being DDC (a well-structured, hierarchical scheme already translated into a significant number of major world languages).

---

[10] See, as an indication, the list created by Andy Powell at http://www.rdn.ac.uk/cgi-bin/browse

[11] Conspectus subject headings are used in the CAIRNS collection strengths database

[12] See http://www.ulcc.ac.uk/unesco/thesaurus.htm

2. The question of whether or not the best long term solution to the subject terminologies problem in a distributed environment might not be the identification and adoption of a single scheme accepted as adequate to cover all purposes in all domains - either an entirely new scheme, or an existing scheme, possibly amended to suit an accepted model requirement.

   This is, in essence, an extension of any cost-benefit analysis of the idea of a terminologies mapping service – an external reference point against which to assess the value to the community of the TeRM approach as against other possible approaches.

Building the Research Environment

This would be achieved by adding a range of DNER and other collections, including RDN collections, Archives collections, Museums collections, and a local OAI collection, to a *copy* of the SCONE Collections database[13] to create a HILT Phase II testbed collections database and CLD-based landscaping and cross-searching environment using the CAIRNS dynamic landscaping mechanism and broadcast search facility. The aim would be to utilise 'native subject schemes' for the collections in the environment, and to use the pilot TeRM to 'disambiguate' user terms and resolve differences between schemes. A range of user base-landscapes would be utilised, roughly associated with subject hubs as regards subject interests, but representing a variety of user circumstances, local, regional, national, UK-wide (general) and UK-wide (subject hub)[14]. The aim would be to link the TeRM to the landscaping mechanism if possible (CAIRNS experience suggests it should be), or to simulate this aspect if it is not (this would be less elegant, but sufficient for project research purposes).

HILT Phase II Deliverables

The specified deliverables for HILT Phase II are:

1. Greater understanding of the problem and of the needs of FE and HE users in respect of subject retrieval in the projected JISC Information Environment, both within JISC, JISC services, and - though dissemination activities - in the community as a whole.
2. An in-depth understanding of terminology mapping requirements in the DNER and associated UK services, taking local, regional, national, international, subject-hub, FE and HE, and archives, libraries, museums, and electronic services considerations into account.
3. A working pilot terminologies demonstrator service for the JISC IE (with limited functionality and with a full service possibly requiring a change of software).
4. Requirements, set up and maintenance costs, and costs against benefits, for a future service, including both user and M2M terminological and functional requirements.
5. Final Report on the project, together with appropriate recommendations.

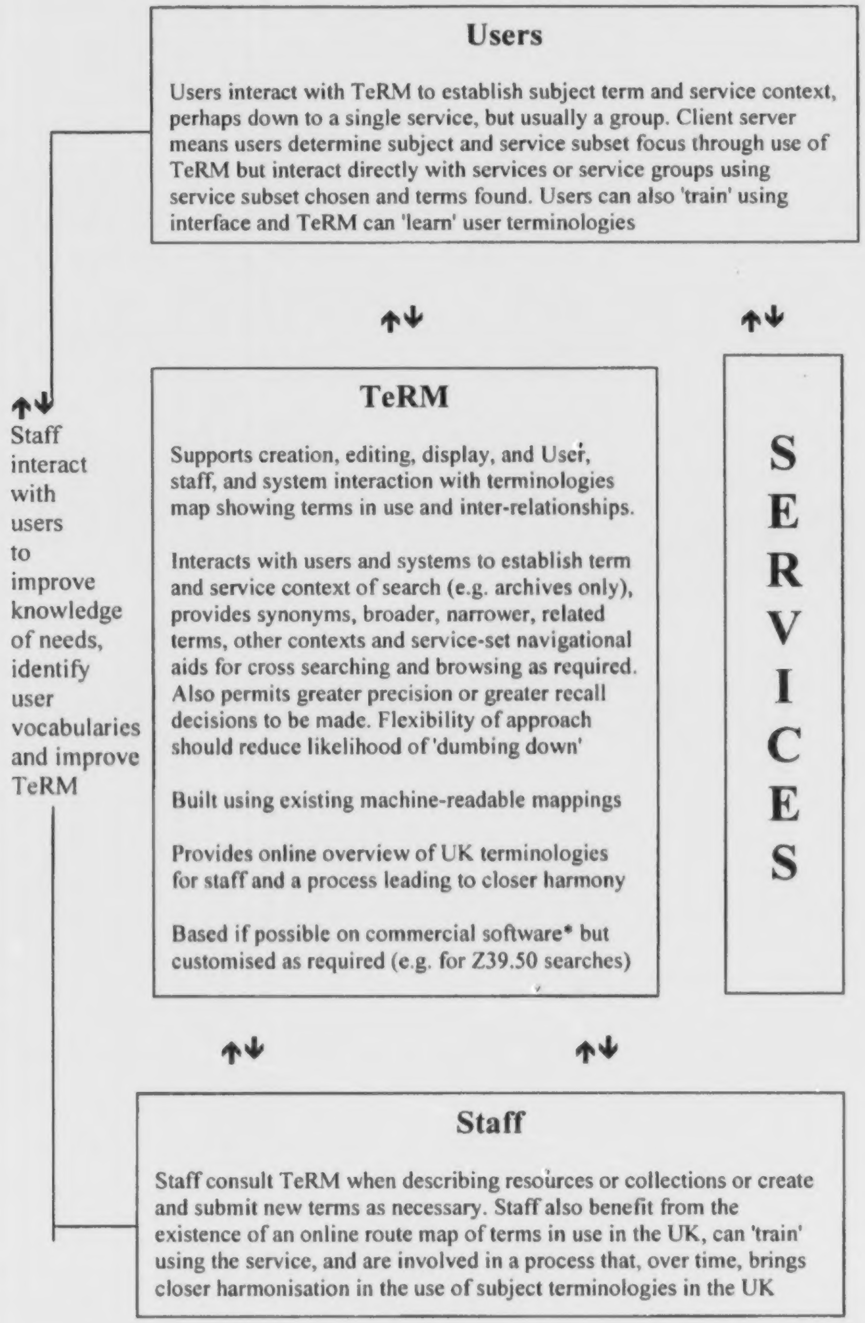
Provided the expected funding is forthcoming (only informal notification received at time of writing), HILT Phase II will begin in May 2002.

---

[13] http://scone.strath.ac.uk/Service/Index.cfm

[14] Specifically, a university, an FE college, HE, FE in Glasgow landscape, HE, FE in Scotland landscape, HE, FE DNER level landscapes, HE, FE landscapes at an RDN subject hub

Appendix A Interactive Terminologies Route Map (TeRM) Diagram



Users

Users interact with TeRM to establish subject term and service context, perhaps down to a single service, but usually a group. Client server means users determine subject and service subset focus through use of TeRM but interact directly with services or service groups using service subset chosen and terms found. Users can also 'train' using interface and TeRM can 'learn' user terminologies

↑↓ Staff interact with users to improve knowledge of needs, identify user vocabularies and improve TeRM

TeRM

Supports creation, editing, display, and User, staff, and system interaction with terminologies map showing terms in use and inter-relationships.

Interacts with users and systems to establish term and service context of search (e.g. archives only), provides synonyms, broader, narrower, related terms, other contexts and service-set navigational aids for cross searching and browsing as required. Also permits greater precision or greater recall decisions to be made. Flexibility of approach should reduce likelihood of 'dumbing down'

Built using existing machine-readable mappings

Provides online overview of UK terminologies for staff and a process leading to closer harmony

Based if possible on commercial software* but customised as required (e.g. for Z39.50 searches)

SERVICES

Staff

Staff consult TeRM when describing resources or collections or create and submit new terms as necessary. Staff also benefit from the existence of an online route map of terms in use in the UK, can 'train' using the service, and are involved in a process that, over time, brings closer harmonisation in the use of subject terminologies in the UK

*Note: Examples can be seen at www.wordmap.com with www.oingo.com and vivisimo.com

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**007-122-E**
Division Number:	**IV**
Professional Group:	**Classification and Indexing**
Joint Meeting with:	**-**
Meeting Number:	**122**
Simultaneous Interpretation:	**-**

Subject retrieval in distributed resources: a short review of recent developments

Martin Kunz
Die Deutsche Bibliothek
Frankfurt am Main,
Germany

Abstract:
Subject-based retrieval in distributed resources is a current problem in online searches for bibliographic references. Building portals to similar resources is only the first step, the subsequent navigation via different search interfaces presents certain difficulties. To make retrieval easier it is necessary to adapt these different resources.
Potential approaches (standardisation as opposed to "cross-walks") and methods (automated as opposed to intellectual effort) will be discussed. This includes a brief appraisal of the future of work with multilingual terminology:

- *The "classical" approach (Multilingual Thesauri),*
- *The "Internet" approach (linking)*

Recent developments in mono- and multilingual environments will be presented (MACS, CARMEN, Economics Crosswalk).

Summary:
Subject searching across distributed resources is a current challenge when carrying out online searches for bibliographic data. The construction of portals for comparable sources is only the first step, the subsequent navigation of disparate search interfaces still presents problems. If retrieval is to be improved, there must be some adaptation of these differing resources.
Potential approaches (standardisation versus crosswalks) and methods (automated versus intellectual) will be discussed. This includes a brief appraisal of future work on multilingual terminology:

- the "classical" approach (multilingual thesauri)
- the "internet" approach (links)

New developments in monolingual and multilingual environments will be described (MACS, CARMEN, Economics cross-concordance).

1. Starting point

Let us begin with a brief glance back at what the world of librarianship looked like not so long ago. The German-speaking sector in particular had been known for several years for the sheer inexhaustible creativeness of its multiplicity of variant procedures and codes as regarded subject description, both in classified and in subject heading format. It is to the latter that we shall turn our attention in what follows. Many of these procedures were intended purely for local application and each of them was naturally better than any of the others. Time passed. The great majority of scholarly and public libraries in all the German-speaking countries use a unified scheme for subject heading, namely the RSWK (Rules for the subject word catalogue). It seems to me that this scheme , which has now been in use for over 15 years, established itself as the basis for the SWD (subject word authority file). The SWD has developed into the indexing basis of **the** universal thesaurus for the German-speaking countries, and as such has long since expanded beyond the limits of its original audience of university and public libraries. Scholarly research libraries have also had great success working with the SWD, if not always according to a strict interpretation of the RSWK.

The vocabulary of the subject descriptors of the SWD was aimed primarily at the monograph, which continues to be the most common form of publication. On the other hand, the different missions of our libraries leads us to the description of different types of publication. Thus, almost unnoticed by the great world of librarianship, periodical articles have long been described for regional bibliographies using the vocabulary of the SWD and the SWD's descriptors have been employed not only to document print publications but also for other media types such as museum artefacts or television broadcasts. This has demonstrated how wise those responsible for the development of the RSWK and SWD were, in concerning themselves with questions of terminology, above all in this case with the topics of pre- and post-co-ordination and the structured presentation of the language of documentation, to hold to the relevant standards of professionals from librarianship and documentation. This made possible the development of a language of documentation which corresponded to the state of the art in structure and content, and which could therefore necessarily be expected to attract interest outside the bounds of the world of librarianship. The vocabulary of the SWD should in principal be applicable to all types of documentation, it goes beyond provincial restrictions and in its universality transcends the profile of any individual library.

2. The problem of heterogeneity

What is now known globally as the information landscape makes it possible in theory to conduct searches from anywhere in any chosen bibliographic database, and for all types of document to be included in databases. These documents are also accessible according to the varying processes of the relevant subject description. The SWD has certainly the widest application in matters of linguistic description, but no monopoly. Specialist subject thesauri have the right to exist alongside it, having been built up over the years mainly by documentation centres of national repute. Even if the ideal situation were to have one single universal thesaurus used by all institutions creating subject listings within a given linguistic arena, you cannot expect renowned documentation centres to re-index all their stock. We should be content that libraries at least can all make use of the same language of documentation.

Let us have a quick look at such a specialised thesaurus and compare it to the SWD. As might be expected, we find numerous instances of agreement but also some discrepancies. Overall however, it can be said that there is practically no concept that cannot be described by one indexing vocabulary or another. The favoured expressions of any documentary language can therefore related to those of another either by congruence, 1:1 equivalence or 1:many equivalence, which includes "AND" or "OR " relationships.

BISP descriptors	SWD	
(Bundesinstitut fuer Sportwissenschaft = Federal Sports Institute)		
Abwehrtaktik	Abwehrtaktik	congruence

(defence tactics	defence tactics)	
Alltagsobjekt	Alltagsgegenstand	equivalence
(everyday object	everyday item)	
Abwehrschulung	Abwehr + Training	logical AND
Abwehr		
Abwehr		logical OR
Abwehrspiel		
(defensive play)		

It is also no surprise that there is no equivalent in a number of cases, the SWD is after all a universal thesaurus and a specific vocabulary is to be expected from a specialist thesaurus, even if there is nothing to hinder the SWD incorporating these descriptors providing certain conditions, which might be characterised as terminological compatibility, are met. On the other hand, the projects I should like to present in the following show that it is rather the SWD that contains the more specific and comprehensive subject vocabulary. Relating such different terminologies to each other was practically impossible only a few years ago, but today we have at our disposal techniques with which you may be fairly familiar through the internet, but which also have their problems and limitations. Whether you describe this desired process as a cross-concordance or a crosswalk is irrelevant in the end, to put it simply it is about creating links between equivalent terms describing similar concepts in the two thesauri, it is about the affiliation (I can think of no better word for it) of documentary languages. There needs to be a system interposed between the two thesauri, which manages the extant links, directs the amendment or introduction of new links and at the same times supports users in navigating between the separate data collections.

3. The projects

I should now like to sketch three projects, which have similar structures, two of which are monolingual (CARMEN, Economics cross-concordance), the third is multilingual (MACS).

3.1. CARMEN

One part of the CARMEN Project concerns itself with the association of the thesaurus of the Informationszentrum Sozialwissenschaften (IZT – Information Centre for Social Sciences) with the SWD. The method by which equivalencies are determined and links created is charming in its simplicity: starting from alphabetical lists which contain the keyword material from a specific subject area, the relationships between the two thesauri are determined intellectually. Not very long ago such a process would have seemed antiquated and everyone would have accepted that it was necessary to develop a new search engine, one better than any previous search engine, the" mother of all search engines". But the period of boundless euphoria about the capacity of such products seems to be past, , as is also the phase which might be described in the words of 1 Moses 10 as "so let us now go and build a search engine, so that we may make a name for ourselves and be not scattered". "The widely held belief that the lightning-fast progress of technology will, any minute now, present us with "search engines" that will at one stroke make all that horrible controlled language and standardisation totally unnecessary, belongs in the realm of fantasy or the language of salesmanship" (Christoph Wolters: Ist die Schlagwortnormdatei für die Objektdokumentation im Museum geeignet? [= Is subject heading authority control suited to documenting object in a museum] In: AKMB-News 1/1998). Within the parameters of this project we have also rejected the idea of generating automated comparisons by means of a process still to be developed, for whatever such a method might have been able to achieve, every descriptor that might for example have been identified mechanically as being exactly the same would still have required intellectual inspection, to confirm that the same letters actually have the same significance. Instead of this we have therefore set ourselves energetically to the intellectual work and in six months working with a half-time scholarly colleague have been able to process 3,500 keyword entries so that equivalent relationships between the thesaurus of the Informationszentrum Sozialwissenschaften, the thesaurus of the Deutsches Institut fuer Paedagogische Forschung (German Institute for Educational Research) and the SWD have been established and then recorded in a link management system.

There follows a sample page from the concordance between the Informationszentrum Sozialwissenschaften thesaurus and the SWD:

IZT thesaurus		SWD
Rollenwandel	<g	Rolle
Segregation	=h	Segregation
soziale Entwicklung	=+ h	Gesellschaft + Entwicklung
soziale Integration	= h	Soziale Integration
soziale Stabilität	< g	Stabilität
sozialer Prozess	= h	Sozialer Prozess
sozialer Wandel	= h	Sozialer Wandel
soziokulturelle Entwicklung	= h	Soziokultureller Wandel
sozioökonomische Entwicklung	= h	Sozioökonomischer Wandel
Systemveränderung	=o h	Systemveränderung
Systemveränderung	=o h	Politischer Wandel
Transformation	<o m	Politischer Wandel
Transformation	<o m	Sozialer Wandel
Unterentwicklung	= h	Unterentwicklung
Wertwandel	= h	Wertwandel
wissenschaftlicher Fortschritt	= h	Wissenschaftlicher Fortschritt

Even if you are not familiar with German, you should be able to see that true congruencies predominate. Since we are operating here in a monolingual environment, that is quite natural. Alternative forms to the different descriptors for the same concepts are given, however the subject specialists mainly choose the same common nomenclature. Overall the comparison of the thesauri found about 85% equivalence, of which 75% was congruent. It was also noticeable that the SWD clearly had a more comprehensive subject vocabulary that either of the two sets of subject terminologies.

3.2 Economics cross-concordance

As with Project CARMEN, the objective here is to establish links between descriptors in the Economics standard thesaurus and the SWD which are acknowledged to be equivalent. In contrast to CARMEN, however, here an automated check for duplicates will be carried out first. We are not sure how sensible this process will turn out to be, if it will spare us intellectual effort or if it will potentially lead to greater confusion. In any case it is important for us here to gain objective experience for subsequent projects instead of relying on subjective theories.

3.3 MACS

The year 1997 saw turning-point and a qualitative step forward in the ten-year history of the SWD. Recent years saw a repeated demand that the SWD be widened to include terms from other languages. In areas in which academic language and also the language of publication in German-speaking areas was largely determined by English, the English expressions had always been cross-referenced in the SWD and in the same way in matters of cultural study, it was usual to work with common Italian or French expressions. The inclusion of such cross-references was always intended to meet the needs of a German language SWD. So far no account was taken of the requirements of literature in foreign languages or the international exchange of subject description data in a global network of library information. The first efforts of the Subject Cataloguing section of the DDB to fill this information gap date back to the beginning of the previous decade. Thanks to a recent initiative of the Schweizer Landesbibliothek a start could be made to the MACS project (Multilingual Access to Subject Headings). Working on this project alongside the Schweizer Landesbibliothek are the Bibliotheque Nationale of France, the British Library and the Deutsche Bibliothek. The aim of MACS is to study the links between the three extensive subject heading authority files – LCSH, RAMEAU and SWD.

The immediate objective of the project is to indicate in each authority file the equivalent preferred descriptors of the other authority files for a few chosen subject areas. For the time being the work is concentrating on the areas of sport and theatre, and on a selection of the most commonly used descriptors. The equivalencies between descriptors are being determined intellectually, as in the CARMEN project, with using automatic processes. We did not see it as part of our task to find a definitive solution to the problem of automatic translation by attempting to develop a programme that would identify the one-to-one equivalent expression for a particular word in another language. "Machine translation, does it exist? The only honest answer to this question is NO" (S. Krauwer: Machine translation: state of the art, trends and user perspective. In TELRI Proceedings of the first European Seminar "Language resources for language technology". Budapest 1996.

sh85147274 Women	frBN001838184 Femmes	040182029 Frau
sh85147294 Women –Employment	frBN001521764 Femmes – Travail	*0401820292+ 04069349X Frau+ Berufstätigkeit*
sh85147456 Women authors	frBN001614243 Femmes écrivains	040533115 Schriftstellerin
sh85147587 Women in literature	frBN002484062 Femmes -- Dans la littérature	041136179 Frau <Motiv>
sh85148133 Work	frBN002059353 Travail	040025675 Arbeit
sh85148146 Work environment	frBN001764645 Conditions de travail	040026418 Arbeitsbedingungen
sh85073639 Working class	frBN001578199 Classe ouvrière	040687996 Arbeiterklasse
sh85148201 World history	frBN001555147 Histoire universelle	040791580 Weltgeschichte
sh85148236 World War, 1914-1918	frBN001617257 Guerre mondiale (1914-1918)	040791636 Weltkrieg <1914-1918>
sh85148273 World War, 1939-1945	frBN002351158 Guerre mondiale (1939-1945)	04079167X Weltkrieg <1939-1945>
sh85148515 World War, 1939-1945 Underground movements	frBN001634192 Guerre mondiale (1939-1945) -- Mouvements de résistance	*04079167X + 040792625 Weltkrieg <1939-1945> + Widerstand*
sh85149310 Youth	frBN001555624 Jeunesse	040288595 Jugend

It is not envisaged that a complete multilingual thesaurus will be created. That would require isomorphism, that is that equivalence would have to exist not just between preferred terms but also structurally, so that for each term in the hierarchy there would have to be a corresponding equivalent in each of the languages involved. For this the structures of the national authority files would have to be adapted to each other and any gaps there might be would have to be filled in. The complete final product would in the end be capable of replacing the national files, in that they were subsumed in MACS. This classical approach to a multilingual thesaurus has no chance of ever being created. Based on the practical experience of the MACS project and looking at the multilingual thesauri which already exist, one has to be greatly sceptical as to whether multilingual thesauri in the purest form, following the guidelines of the specialist national and international standards, are still meaningful, if the considerable effort that such a method of documentation would demand is still worth it.
The ultimate objective of the MACS venture is of course the inclusion of all subject areas. The next logical step after that would be to open it up to other languages.
The process being developed for MACS will not affect the structure of the individual national authority files, anymore than the IZT had to be modified during CARMEN. That does not exclude the possibility that during the process there may be alterations to the individual

thesauri, in so far as they concern matters of correction or increased precision, which would have happened sooner or later anyway and the qualitative improvement of individual pieces of data comes as a by-product of sorts. The user conducts the search in his native language or in one with which he is familiar and is then enabled to use the indicated equivalents to continue his search in affiliated databases. The technology required does not have to be invented from scratch, it is well known to us from use on the internet, the interface already exists (Z39.50) and all this can be put to use for the link between authority files and title data – provided that is available online.

4. User interfaces

Regardless of the type of document which is recorded in a database, whether it is a conventional or an electronic publication, if it is films, museum objects or archive material that is being dealt with, if it is recorded in a "classical" title entry or with Dublin Core, if it is available as full-text or only as excerpts, the problem facing the user is the same. The situation is still that there are two contrasting ways of organising knowledge. Between the user on the one hand and the bibliographic database on the other, a thesaurus functions as a verbal link between these two systems and along with the order in which the database is organised, fulfils two functions:

1. support of user queries
2. structured navigation in the data elements.

MACS uses intellectually-determined equivalencies to link the content of bibliographic databases which use a controlled vocabulary to describe their content and present in an ordered, structured way. I do not therefore see it as particularly helpful, perhaps even as a retrograde step, if such data is overlaid by an automated process using electronic dictionaries – which might be one possible alternative to what we are doing. For MACS, that would imply that the clear, comprehensible classification which is present in each of the systems would be dissolved, and the user would therefore have to navigate from ambiguity to ambiguity.

Zug -> English: groove, pull, course, train, convoy drift, flight, tendency, draught, draft
Draft -> German: Tratte, Wechsel, Abteilung, Aufgebot, Aushebung, Nachschub, Entwurf, Skizze, Konzept, Zug
Wechsel -> French: échange, retraite ...
Retraite -> German: Einsiedelei, Rückzug, Ruhestand, Wechsel, Zapfenstreich ...

If the user has a perfect understanding of the subject terminology in the foreign language, then he has no need of such a product, and if he does not know it well, or is unsure, it will not help him. What could be of use is a link from the preferred term of one thesaurus to its equivalent in another. The following is a deliberately simple example demonstrating step by step a search using SWD via MACS to search the data of the Bibliotheque Nationale de France: let us assume that the user is looking for information about cycling in general, not being sure of the terminology he begins with the keyword Radfahren (Cycling), which leads him to the descriptor Radsport (cycle racing), he would likewise have got there if he had begun his search in the SWD with the word Fahrradsport (bicycle racing) or just Fahrrad (bicycle) (search terms are boldened).

Fahrrad
Q: M
SYS 31.7
BF Velo
OB Zweirad
VB **Radfahren**
VB Velomobil
Radsport
Q: Sport-B

BEST COPY AVAILABLE

SYS 34.3
BF Fahrradsport
VB **Radfahren**
VB Radsportler

After the user has looked at the titles in the DDB, he finds the link to MACS, where I assume that he will receive a short, easily understandable communication about what it is about and what to expect. So with curiosity he presses the button and moves to the following page, which would be presented to each user in his own language:

Suchwort eingeben (enter search term)
radsport
Bemerkung: Es werden nur Schlagwörter gesucht (Note: only subject heading are searched)
Gewählte Sprache /Sprache auswählen)Chosen language/select language)
Deutsch (SWD)
Gewählte Bibliothek(en) /Bibliothek(en) auswählen (Chosen library/select libraries)
Swiss National Library
Bibliothèque nationale de France
Die Deutsche Bibliothek
The British Library
Sie können eine oder mehrere Bibliotheken auswählen (you may choose one or more libraries)
Search **Suche in den ausgewählten Bibliotheken**
Browse **Zeige die verknüpften Übersetzungen an**

As our cycle racing fan knows how important this kind of sport is in France, he is particularly interested in what the BNdF has to offer on this subject:

Ihre Suchergebnisse in den Bibliotheken...(Results of your search from libraries ...)
Bibliothèque nationale de France: 31 hits.
1. Il était une fois le cyclisme à Corbeil-Essonnes; un siècle d'histoire; Guy Caput, Roland Oberle;
2. Guide du cyclisme; manuel pratique et conseils de santé; docteur Gérard Porte;
3. Le livre d'or du cyclisme; 1995; Jean-Luc Gatellier; préf. de Laurent Jalabert;
4. L'année du cyclisme, 1996; Pierre Chany et Claude Droussent;
5. Le livre d'or du cyclisme; 1996; Jean-Luc Gatellier; préf. de Richard Virenque;
6. Cyclisme; 56 exercices et programmes; C. Carmichael, E. R. Burke; [trad. par GwénaÈel Hubert];
7. Cyclisme; les conquérants de l'Arc-en-Ciel, 1927-1996; les champions du monde; par Claude Dassonville;
8. L'année du cyclisme 1997; Claude Droussent;
9. La fabuleuse histoire du cyclisme; Pierre Chany;
10. Le livre d'or du cyclisme 1997; Jean-FranÐcois Quénet; préf. de Marc Madiot; photos, Graham Watson;

Granted that this a simple example, but since our experience so far shows that in over 60% of all cases there is indeed a 1:1 equivalent, I do not think the example is so far removed from reality.

A structured search using the preferred terms of a familiar system is always easier to manage than browsing in a free text environment. The following example illustrates the browsing facility in MACS. The user would like to see all the subject headings in which the (polyvalent) word "Training" occurs.

Type in the subject
training
In the chosen language

Français (RAMEAU)
In the chosen Libraries
Swiss National Library
Note: Only subject headings are included in the search
Bibliothèque nationale de France
Die Deutsche Bibliothek
The British Library
Tip: You can select or deselect the libraries you want to search
Search To search the selected libraries
Browse To view possible translations
English (LCSH) Deutsch (SWD) Français (RAMEAU)
All terrain cycling -- Training
Geländeradsport + Training
Vélo tout terrain + Entraînement
Cycling -- Training
Radsport + Training
Cyclisme + Entraînement
Employees -- Training of
Mitarbeiterschulung
Personnel --Formation

By using the "Browse" command he receives the list given in excerpted form above, it is generated automatically, whereas the links it contains are decided intellectually. The list demonstrates the problems that an inter-thesaurus must deal with, namely how to handle 1:many equivalencies which arise from the differing terminological practice of the documentation languages involved. The more the terminology is based on lexicographical principles, the easier it is to make the links. Since in the case of LCSH and to a lesser extent in that of RAMEAU, we are dealing very much with a pre-co-ordinated vocabulary, there is frequently the need to use several SWD descriptors along with AND or OR logical operators in order to establish an equivalent. This is also one way to improve situations where there only a rough correspondence exists.

If more languages are to be included, then managing the links will become commensurately more complicated – which is equally true for the linking of German-language thesauri to the SWD. In order not to fall victim to an explosion of combinations, we might consider associating new documentation languages only with the one language of their choice, preferably the language which is most similar to them as far as pre- and post-co-ordination is concerned.
MACS is based on the assumption that the user accesses the results of intellectually assigned subject descriptions via a thesaurus. We are dealing with bibliographic databases of considerable size. Neat hierarchies, such as you may come across in Yahoo, say, cannot cope with this mass of information, thesauri can distinguish to a better and more comprehensive degree between material to be indexed than a method based on syntactical indexing. If the number of documents available grows even more than the number of affiliated projects dealing with heterogeneous material, it should be straightforward to deal with, since our method of indexing already envisages a structured user interface as an inherent part of our service.

5. A brief summary

The three projects show that it is possible to create links between heterogeneous data sets with manageable demands on intellectual resource and without great technological demands. We have seen how sets of content described using different documentation languages can be related to each other. The prerequisite for such a process is that the data sets are extensive and significant in scope with a fully elaborated documentation language. The purpose of our

BEST COPY AVAILABLE

endeavour is not to support the private terminology of small institutions or to contribute to the construction of parallel developments.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**008-122-E**
Division Number:	**IV**
Professional Group:	***Classification and Indexing***
Joint Meeting with:	-
Meeting Number:	**122**
Simultaneous Interpretation:	-

Ensuring Interoperability among Subject Vocabularies and Knowledge Organization Schemes: a Methodological Analysis

Lois Mai Chan,
School of Library and Information Science, University of Kentucky
USA

Marcia Lei Zeng
School of Library and Information Science, Kent State University
Kent, USA

Abstract:

The heterogeneous environment of information retrieval on the World Wide Web has brought the recognition for the need of interoperability among diverse systems to the fore. In subject retrieval, users encounter not only different vocabularies and schemes but also different languages. As a result, there has been a flourish of projects in the last few years aimed at improving the interoperability among subject vocabularies and knowledge organization schemes, with some targeting different vocabularies and others focusing on different languages. This paper attempts to analyze the methods used in these projects. It begins with a brief overview and then examines in particular the approaches and methods used in recent efforts.

---

1 INTRODUCTION

In the open environment of the Internet and the Web, information resources are heterogeneous and have been indexed with different vocabularies and organized according to different schemes. How to achieve the best retrieval results in cross-domain searching has presented a particular challenge to the information profession. In information retrieval, users typically are not, nor should they need to be, aware of the behind-the-scenes mechanisms for matching their query terms to the vocabularies employed by various systems. The ideal approach would be to provide a "one-stop" seamless searching instead of requiring the user to search individual databases or collections separately. To enable such an approach, it is important to render the different knowledge organization systems, such as controlled vocabularies and classification schemes, interoperable within a single search apparatus.

2. REVIEW OF PROJECTS AND EXAMPLES OF INTEROPERABLE VOCABULARIES

Before we begin examining their methods, let us review briefly a number of recent efforts in achieving interoperability between and among different subject vocabularies (including both controlled and uncontrolled vocabularies) and knowledge organization systems. These include efforts at establishing interoperability among vocabularies in the same language or in different languages, among different classification schemes, and between controlled vocabularies and classification schemes. These efforts have led to the mapping and integration of existing knowledge organization systems, or the creation of new ones, for information sharing in a networked environment. The projects have varied in both the targets for mapping and the methods used in achieving their aims. The projects we discuss, organized by similarity of task, are the following:

2.1 Among Controlled Vocabularies in the Same Language

1. Between *Library of Congress subject headings* (LCSH) and *Medical subject headings* (MeSH) - Northwestern University (Olson, 2001).
2. Among different controlled vocabularies - H.W. Wilson Company (Kuhr, 2001)
3. Among different German thesauri that are used to index mathematics and physics as well as social science literature– CARMEN (Content Analysis, Retrieval, Metadata: Effective Networking) (CARMEN WP12, 2000)

2.2 Among Multiple Subject Vocabularies in Different Languages and Classification systems

1. Among thesauri, classification systems, coding systems, and lists of controlled terms in biomedical fields – UMLS (Unified Medical Language System) Metathesaurus (National Library of Medicine, 2001)
2. Among distributed services employing different indexing vocabularies used by various communities such as archives, the Further and Higher Education sectors, libraries, museums, the National Grid for Learning, and the Resource Discovery Network, etc. - HILT (High-Level Thesaurus Project). (HILT, 2000; Nicholson, Wake and Currier, 2001a)
3. Among the "Entry vocabularies" used by systems (e.g., indexes to *BIOSIS Concept Codes*, *INSPEC Thesaurus*, *U.S. Patent and Trademark Office Patent Classification, etc.)* in order to map them to "Query vocabularies" entered in a search. – University of California Berkeley DARPA Unfamiliar Metadata Project (Buckland et al., 1999).
4. Among local class schemes to a common scheme (DDC (*Dewey Decimal Classification*) - Renardus project (Koch, Neuroth, and Day, 2001)
5. Among four controlled vocabularies and schemes: *Polish Thematic Classification* (PTC), descriptors based on the *Thesaurus of Common Topics* (TCT), *Universal Decimal Classification* (UDC), and

Subject-Heading Language (SHL) of the National Library in Warsaw – Polish Project (Scibor and Tomasik-Beck, 1994).
6. Among controlled vocabularies used by four national libraries' catalogs in three languages: English, French, and German - MACS (Multilingual Access to Subjects) (Freyre and Naudi, 2001).
7. Among vocabularies for a multilingual database about the French heritage – Merimee (See statistics reported in Doerr, 2001.)

2.3 Between a Controlled Vocabulary and a Universal Classification System

1. Between LCSH and LCC (*Library of Congress Classification*) –*Classification Plus* (a CD-ROM product) and *Classification Web* (a web-based interface under development), Library of Congress
2. Between LCSH and DDC (Vizine-Goetz, 1996)
3. Between UDC and GFSH (*General Finish Subject headings*) (Himanka and Vesa, 1992)

2.4 Between Classification Systems

1. Between MSC (the American Mathematical Society (AMS) *Mathematics Subject Classification*) and Schedule 510 in DDC - State University of New York in Albany, New York. (Iyer and Giguere, 1995).
2. Between SAB (*Klassifikationssystem för svenska bibliotek)* and DDC – Swedish Royal Library (IFLA, 2001:34)

2.5 New System for Different Languages

The HEREIN Project (The European information network on cultural heritage policies) produced an interlingua, a thesaurus consisting of terms derived from reports on cultural heritage policies in Europe. It was created with no direct reference to the terms or to the structure of any pre-existing thesaurus. - The HEREIN Project (http://www.european-heritage.net/en/index.html, click Thesaurus)

3 METHODS USED FOR ACHIEVING AND IMPROVING INTEROPERABILITY

The concern for vocabulary compatibility is not new. Long before the advent of the electronic age, library and information professionals had explored and employed various methods to reduce conflict between different vocabularies that were used in the same system. Earlier methods relied almost completely on intellectual efforts. As advanced computerized process methods for achieving or improving interoperability emerged, computer technology began to be used to fully benefit from the networked environment. The following section lists both conventional and new methods that have become widely accepted.

1. Derivation/Modeling - A specialized or simpler vocabulary is developed with an existing, more comprehensive vocabulary as a starting point or model.
2. Translation/Adaptation – A controlled vocabulary is developed which consists of terms translated from one in a different language with or without modification.
3. Mapping (intellectual) – A mapping system is developed which consists basically of establishing equivalents between terms in different controlled vocabularies or between verbal terms and classification numbers. Such mapping generally requires a great deal of intellectual effort.

4. Mapping (computer-aided) – A mapping system is developed which relies partly or heavily on computer technology.
5. Linking – A list is developed of terms that linked with other terms that are not conceptual equivalents but are closely related linguistically. Such links have been found to enhance retrieval results.
6. Switching – A switching language or scheme is developed which serves as an intermediary for moving among equivalent terms in different vocabularies.

4 METHODS USED IN THE LINK STORAGE AND MANAGEMENT

Once the mapping is established, a device is needed for storing and maintaining the links to manage the large number of indexing terms and their complex relationships that result. For this purpose, several options have been explored and used:

1. Authority records - Special fields in authority formats may be used to store the links.
2. Concordances - The elaboration of concordances requires the discerning of one master vocabulary/scheme and of one or more target vocabularies/schemes.
3. Semantic network - A semantic network, also called a semantic web, consists of an organized structure serving as the "spine" or backbone. Each unit in the network represents a concept around which a cluster of equivalent terms from different vocabularies is identified and stored.

5. DISCUSSION

A number of common issues have emerged in our analysis of the methods used in the many projects discussed above.

5.1 General Issues in Mapping

5.1.1 Mapping multilingual vocabularies.

At the heart of multilingual subject vocabulary is mapping or establishing equivalence. One-to-one relationships between terms in different vocabularies and different languages are ideal matches, but are often elusive. Different linguistic expressions for the same concept, different degrees of specificity, and polysemous terms are some of the difficulties facing those attempting to map vocabularies and those creating multilingual or multi-disciplinary vocabularies. The complex requirements and processes of matching terms that are often imprecise have an impact on the following aspects of vocabulary mapping (Koch, Neuroth, and Day, 2001): browsing structure, display, depth, non-topical classes, and the trade-off between consistency, accuracy and usability. Various levels of mapping/linking can co-exist in the same project, such as those identified by the MACS project: terminological level (subject heading), semantic level (authority record), and syntactic level (application) (Freyre and Naudi, 2001).

5.1.2 Integrating the views of different cultures.

Under the assumption that all languages are equal in a concordance, there exists a question of whether the views of a particular culture that are expressed through a controlled vocabulary or a classification can be appropriately transferred to those in a different culture in the process of mapping. Hudon (1997) noticed the following problems associated with multilingual systems:

1) that of stretching a language to make it fit a foreign conceptual structure to the point where it becomes barely recognizable to its own speakers;
2) that of transferring a whole conceptual structure from one culture to another whether it is appropriate or not; and
3) that of translating literally terms from the source language into meaningless expressions in the target language, etc.

She summarizes the issues involved as: management issues, linguistic/semantic issues, and technology-related issues.

5.1.3 Mapping systems with different structures

There are basic differences in the terms of the macro-structures of controlled vocabularies and classification systems. Thesauri constructed by following ISO 2788 and other national standards ensure that the structure and "grammar" of such a vocabulary stay consistent or compatible. The construction of subject headings and classification schemes, on the other hand, has been guided by existing patterns or examples. Chances are, if there are ten different universal systems, there will be ten different guidelines. As a result, knowledge organization systems differ from one another in their structure, semantic, lexical, and notation or entry features. (Iyer and Giguere, 1995). For example, they may cover different subject domains, or with different scope and coverage; they may have semantic differences that are caused by variations in conceptual structuring; their levels of specificity and the use of terminology may vary; and the syntactic features, such as the word order of terms and the choice of reserved heading use, may be different.

These incompatibilities have presented problems for any mapping effort from the beginning. For example, establishing concordance or translation between a thesaurus and a classification or among various systems sometimes becomes impossible or extremely challenging. This is especially true when the target system has a higher level of specificity than the source system or other systems.

5.2 Methodological Options

For projects aiming at establishing interoperability between or among selected knowledge organization systems in order to meet user's new requirements in the networked environment, one major decision that needs to be made is the choice of an appropriate method. The first complex question to be answered is: to integrate, map, or create a new system? The options are similar to those suggested by Riesthuis (2001) with regard to different approaches to creating multilingual thesauri:

1. translation
2. merging
3. creating from scratch

Within each of these approaches are multiple possibilities, as suggested by the HILT researchers in a two-dimensional grid. (Nicholson, Wake and Currier, 2001b).
These researchers propose three basic options:

- Using or creating a single scheme (LCSH, UNESCO, DDC-based, UDC-based, entirely new);
- Mapping existing schemes (LCSH, UNESCO, DDC-based, UDC-based);
- Mapping existing schemes in the short term, leading to a single scheme in the long term.

Based on the options listed above, additional considerations can be applied:

- additional thesaurus structure;
- new subject specific micro-thesauri;
- mapping among existing domain specific micro-thesauri;
- multilingual capability;
- community control;
- machine-assisted methods;
- AI-assisted methods;

- user training;
- flexible facilities to aid users;
- user mind maps;
- consistency in term application ensured via training and monitoring;
- trained librarians to help the user optimize retrieval

The choice of the basic approach plus any combinations of the considerations may bring various end products and require different amount of time and resources. Any method and combinations with other processes may have pros and cons. It is necessary to conduct a comprehensive research and to identify potential problems when a particular method is employed.

6. CONCLUSION

1. What have we learned from the projects?
2. What issues are still outstanding?
3. What is needed, in terms of intellectual and technical approaches, to move the field forward?

From the examples introduced in this paper, we can summarize the following trends that form the mainstream:

1. The need for interoperability among knowledge organization systems is an unavoidable issue and process in today's networked environment.
2. Various methods have been used in achieving interoperability among knowledge organization systems. It may or may not be that a switching system will be needed. It may or may not be that building a concordance between or among the involved vocabularies may be the ideal situation. Or, equally possible, it may be that interoperability may be more effectively achieved through the subject authority records of various online systems.
3. While mapping vocabularies is still a largely intellectual effort, computer technology has been applied to assist in managing large files of subject data and in managing links. Higher levels of computerized mapping systems have also been subject to experimentation or tests. Both human mapping and computer-aided mapping will co-exist for a period of time to come.
4. Numerous projects for cross-language and cross-structure mapping have been initiated. These projects have identified and experimented with a variety of methods. It is safe to predict that there will be many more multilingual products and services, and many of them will involve multiple structured systems such as thesaurus, classification, subject headings, and index terms assigned to database records.

The need for reconciling different subject vocabularies in the networked environment is indisputable. Results from recent efforts in achieving interoperability among vocabularies of different sorts and in different languages are encouraging. The question remains: Have we fully exploited technological capabilities in our efforts to improve subject access to the myriads of resources now available in the networked environment?

ACKNOWLEDGEMENT

Grateful acknowledgement is made to the principal investigators of the interoperability projects discussed in this paper: Traugott Koch (Sweden and Denmark), Patricia Kuhr (USA), Martin Kunz (Germany), Max Naudi (France), Dennis Nicholson (UK), and Tony Olson (USA), who were generous in taking their time to answer our questions, provide details regarding their projects, or preview the paper.

REFERENCES

Buckland, M., et al. *(1999). Mapping entry vocabulary to unfamiliar metadata vocabularies,* D-Lib Magazine, 5(1). *http://www.dlib.org/dlib/january99/buckland/01buckland.html, (last accessed Feb. 5, 2002).*

CARMEN. WP12: Cross concordances of classifications and thesauri. *http://www.bibliothek.uni-regensburg.de/projects/carmen12/index.html.en* (last accessed Feb. 5, 2002)

Doerr, Martin. (2001) Semantic problems of thesaurus mapping. *Journal of Digital information*, 1 (8). http://jodi.ecs.soton.ac.uk/Articles/v01/i08/Doerr/#Nr.52

Freyre, Elisabeth and Max Naudi. (2001) MACS: Subject access across languages and networks. In *Subject Retrieval in a Networked Environment: Papers Presented at an IFLA Satellite Meeting sponsored by the IFLA Section on Classification and Indexing & IFLA Section on Information Technology, OCLC, Dublin, Ohio, USA, 14-16 August 2001.* Dublin, OH: OCLC.

HILT. (2000) *HILT: High-Level Thesaurus Project Proposal.* http://hilt.cdlr.strath.ac.uk/AboutHILT/proposal.html. (Last accessed Feb.5, 2002)

Himanka, Janne and Kautto Vesa. (1992) Translation of the Finish Abridged Edition of UDC into General Finish Subject Headings. *International Classification* 19(3):131-134.

Hudon, Michele. (1997) Multilingual thesaurus construction: integrating the views of different cultures in one gateway to knowledge concepts. *Knowledge Organization* 24(2): 84-91.

IFLA Section on Classification and Indexing. (2001) *Newsletter* Nr.24, December 2001.

Iyer, Hermalata and Mark Giguere. (1995). Towards designing an expert system to map mathematics classificatory structures. *Knowledge Organization* 22(3/4):141-147.

Koch, Traugott, Heike Neuroth, and Michael Day. (2001) Renardus: cross-browsing european subject gateways via a common classification system (DDC). In *Subject Retrieval in a Networked Environment: Papers Presented at an IFLA Satellite Meeting sponsored by the IFLA Section on Classification and Indexing & IFLA Section on Information Technology, OCLC, Dublin, Ohio, USA, 14-16 August 2001.* Dublin, OH: OCLC. http://www.lub.lu.se/~traugott/drafts/preifla-final.html (last accessed Feb.5, 2002)

Kuhr, Patricia S. (2001) Putting the world back together: mapping multiple vocabularies into a single thesaurus. In *Subject Retrieval in a Networked Environment: Papers Presented at an IFLA Satellite Meeting sponsored by the IFLA Section on Classification and Indexing & IFLA Section on Information Technology, OCLC, Dublin, Ohio, USA, 14-16 August 2001.* Dublin, OH: OCLC.

National Library of Medicine. (2001) *Fact Sheet: UMLS ® Metathesaurus ®* Last updated 2001. http://www.nlm.nih.gov/pubs/factsheets/umlsmeta.html. (last accessed Feb. 5, 2002)

Nicholson, Dennis and Susannah Wake. (2001a) HILT: Subject retrieval in a distributed environment. In *Subject Retrieval in a Networked Environment: Papers Presented at an IFLA Satellite Meeting sponsored by the IFLA Section on Classification and Indexing & IFLA Section on Information Technology, OCLC, Dublin, Ohio, USA, 14-16 August 2001.* Dublin, OH: OCLC.

BEST COPY AVAILABLE

Nicholson, Dennis, Susannah Wake, and Sarah Currier. (2001b) High-Level Thesaurus Project: investigating the problem of subject cross-searching and browsing between communities. In *Global Digital Library Development in the New Millemnnium: fertile ground for distributed cross-disciplinary collaboration*, edited by Ching-Chih Chen. Beijing: Tsinghua University Press, 2001.

Olson, Tony. (2001) Integrating LCSH and MeSH in information systems. In *Subject Retrieval in a Networked Environment: Papers Presented at an IFLA Satellite Meeting sponsored by the IFLA Section on Classification and Indexing & IFLA Section on Information Technology, OCLC, Dublin, Ohio, USA, 14-16 August 2001*. Dublin, OH: OCLC.

Riesthuis, Gerhard J.A. (2001) Information languages and multilingual subject access. In *Subject Retrieval in a Networked Environment: Papers Presented at an IFLA Satellite Meeting sponsored by the IFLA Section on Classification and Indexing & IFLA Section on Information Technology, OCLC, Dublin, Ohio, USA, 14-16 August 2001*. Dublin, OH: OCLC.

Scibor, Eugeniusz and Joanna Tomasik-Beck. (1994) On the establishment of concordances between indexing languages of universal or interdisciplinary scope (Polish Experiences). *Knowledge Organization* 21(4):203-212.

Vizine-Goetz, Diane. (1996) Classification Research at OCLC. *Annual Review of OCLC Research*, pp. 27-33.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**161-123-E**
Division Number:	**VI**
Professional Group:	Audiovisual and Multimedia Section
Joint Meeting with:	-
Meeting Number:	**123**
Simultaneous Interpretation:	**Yes**

Creating content for learning in its broadest sense: the NOF-digi initiative in the UK

Susi Woodhouse
Senior Network Adviser
Libraries and Information Society Team
Resource: The Council for Museums, Archives and Libraries

Abstract:
This paper presents an account of the genesis of the £50 million New Opportunities Fund Digitisation of Learning Materials Programme. It considers the role of the programme in contributing content to the People's Network, in developing new models of creation and management of digital resources, its impact on users and project staff, and in providing opportunities for the future development of online learning resources.

Introduction

The launch of the £50 million *NOF Digitisation of Learning Materials Programme* (1) in July 2001 marked the beginning of a major UK-wide initiative set to create a fundamental step-change in support for lifelong learning.

The UK Government has made very clear the importance it attaches to the role of learning in all its guises as the cornerstone of people's lives, and has set out its thinking in a series of key policy documents. Furthermore, the Government sees universal access to ICT and its use as a delivery mechanism for learning opportunities as the catalyst for change. This is embodied in its UK online programme (2) and mirrored by similar initiatives in Scotland, Wales and Northern Ireland.

The People's Network

A major element in this is the People's Network (3): a £170 million project to create ICT learning centres in all 4,300 UK public libraries by the end of 2002. Funding comes from the UK's national lottery via the New Opportunities Fund, and project management is a partnerships between the Fund, Resource: The Council for Museums, Archives and Libraries (4) and the respective strategic bodies for library and information matters in Scotland, Wales and Northern Ireland.

Whilst £100 million was set aside for infrastructure and £20 million for ICT training of all 40,000 UK public library staff, £50 million of this funding stream is for the Digitisation of Learning Materials Programme (or nof-digi as it has come to be known). This will provide a significant element of the online resources for the People's Network. Newly-digitised content will be made available free at the point of use not only via the People's Network, but also via the National Grid for Learning (5) as a major contribution to online resources complementing National Curriculum materials. This short paper sets out how the programme has been put together and identifies issues, outcomes and impacts for the future.

Background

Nof-digi offers a landscape of opportunity complementing related programmes in other sectors including central Government's UKOnline portal, the National Electronic Library for Health, the developing Information Environment in higher and further education, and learning materials provided through the media and commerce. It has the potential to demonstrate excellence, celebrate diversity and become a benchmark for the digital learning continuum. Already, it has informed the development of other large-scale public sector programmes such as the recently announced Culture Online(6) from the Department for Culture Media and Sport (7) .

In view of the intensive level of activity with respect to digital content creation, not only in the UK but across the globe - what is it which makes this programme any different? At a strategic level, the programme - in harmony with other similar initiatives - recognises the importance of creating a "networked learning space" which takes advantage of connectivity to engage users in shaping not only their own ideas, learning and lives, but also to offer opportunities to make informed choices, to feed imagination, to build capacity, and to support the development of communities of interest. However, over and above the sheer size of the sum of money being committed in one tranche of awards, there are three aspects that characterise the *digi* programme that are special:

- It reflects ALL walks of life, encompassing a broad church of interests and information, supporting learning for life in its broadest sense
- It encompasses not only a wide range of participating organisations from the public, private and voluntary sectors, but also the whole continuum of experience - from those institutions who are old hands to those for whom this is a maiden voyage.
- It will offer new opportunities for providers and users alike generating an invaluable legacy of increased competencies and confidence for both

Groundwork

The programme, launched in August 1999, set out to improve the quality of life for all citizens through the imaginative and innovative use of Internet and digital technologies to create a coherent body of content that will unlock the rich resources of our knowledge organizations and support learning for life in its broadest sense. Three overarching themes were specified reflecting the policies of the present Government's strategies for the information age and ensuring a broad base for potential applicants. These are: Cultural enrichment, embracing heritage, community identity and creative experience; Citizenship in a modern state incorporating Government services, corporate citizenship and the informed citizen; and, Reskilling the nation with an emphasis on conventional literacies, new literacies and creative literacies.

The New Opportunities Fund made clear its commitment to support projects that used best practice in creating digital materials, and to fund content that reflected the rich diversity of resources that is achievable through partnership. Indeed, the concept of partnership and collaboration was to form the bedrock of the whole programme.

It is important to appreciate that a programme of such broad scale and scope had not been attempted in the UK before: it was impossible to predict what would happen, and all involved would be part of a ground-breaking experiment requiring flexibility, adaptability and lateral thinking.

Stage one of the submission process resulted in some 340 applications totalling in excess of £140million and, following assessment by a panel of experts, some 200 institutions were subsequently invited to prepare full applications for Stage 2, of which 154 were awarded grants following further assessment. This bald summary is, of course, highly simplistic - the whole process took two years - and as the bones of the programme began to emerge, there were many issues to be addressed. Indeed, this is still true as projects are being implemented and vision becomes reality. It is impossible to come up with all the answers in advance of the questions, particularly in such a fluid and fast-developing area, and one of the characteristics of *digi* will be innovation through the sharing of experiences. The Fund's attitude to the level of risk here is refreshingly healthy, and an apposite embodiment of its name.

The consortium approach to NOF-digitise

In order to embed the partnership approach at the heart of the programme, the People's Network Team at Resource undertook a careful topic analysis of the 343 applications for the Fund as an adjunct to the Stage One assessment process. This would identify synergies between individual applications and inform the shape of the framework for the overall programme in a way which reflected and enhanced its three broad themes. Following recommendations made by the Expert Panel on which applications should go forward to Stage Two, the next step was for Resource and the Fund to assemble individual applications into topic-based groups where it was felt likely that shared programmes for development, based on natural synergies could be found, and to invite those groups to work as consortia. Efficient and effective use of resources for all concerned, and technical coherence were driving factors, but most important was the wish to embed an outward-facing focus on learners' needs by exploiting the flexibility of the networked environment which allows links and connections impossible in other media. This resulted in a mix of consortia (36 in all) addressing a wide range of particular themes from Archaeology to Zoology via manufacturing, farming, the performing and visual arts, genealogy, basic skills, migration, citizenship, disability, science and invention, transport, world cultures, and so on, and those looking at resources reflecting the character, or sense of place, of a particular geographic area such as the West Midlands, Wales, London, or areas of outstanding natural beauty like the Lake District.

Whilst wishing to encourage as great a level of integration and joint working amongst consortium partners as possible, the over-riding concern was to provide a flexible framework within which individual solutions could be reached, not a straitjacket where one size had to fit all. Several different working models were suggested from complete integration - where a lead partner in a consortium managed and delivered the whole project - through more informal arrangements where individual partners' expertise and experience was used across the consortium to best effect, to a stand-alone option where - for very good reasons - an informed choice was made to continue as a single application. Indeed, many applications were partnerships from the outset, some very extensive -such as *Gathering the Jewels* led by the National Library of Wales with 172 contributing organisations. Once again, the range of topics was diverse and included biodiversity, contemporary arts, football, horse racing, Irish history, local history and reader development.

Technical standards

Clearly, one of the major critical success factors for nof-digi is that it should be possible to share content seamlessly whether between projects, between projects and users, or between nof-digi, other content creation programmes and users. It is important to be able to find and use content without specialist tools, and to be able to manage it effectively in both the immediate and the long-term. The adoption of a range of technical standards for the programme was therefore seen as a must from the outset. The benefits of such a coherent, managed programme which ensures interoperability, sustainability, long-term accessibility and integrity are obvious and do not need to be rehearsed here.

The UK Office for Library and Information Networking (UKOLN) (8) was asked to prepare a technical standards document for the programme which set out not only those standards which were to be mandatory across all projects, but also presented a range of others which would further enhance best practice digital resource creation, presentation and use. These standards - which follow the digital lifecycle for ease of application - are revised during the life of the programme to reflect developments in the field (such as XML and OAI) (9). It is pleasing to note that this approach to the development of a technical standards framework for all projects has created considerable interest worldwide.

Support for projects

As the scale and scope of the programme began to emerge at Stage One, NOF and Resource began to discuss how best to provide support and guidance to applicants at Stage Two. The need for expert advice on technical issues was clear, but other aspects such as business planning, intellectual property and project management also needed to be addressed. The Fund was also keen to generate a sense of community amongst its *digi* applicants which would lead to shared work and experience and result in capacity building. The solution was a three-way partnership in which UKOLN provided technical guidance, and Resource and the Fund a range of project planning support via the UKOLN and People's Network websites together with a discussion list, all kick-started with a series of roadshows across the UK.

This support service has become an integral part of the programme proper, and is seen as an important means of providing a vehicle for debate and discussion and supporting the development of the *digi* community. The partnership has widened to include the Arts and Humanities Data Service (10) drawing on their digital resource creation expertise, and the British Educational Communications and Technology Agency (11) to enrich the knowledge base for learning support. There is much to consider: cross programme issues such as the use of Geographic Information Systems and technical standards developments and their application to the programme; emerging models for rights management, and for service sustainability, resource discovery, re-use, long-term access and evaluation. Much of the past year has been spent in the delivery of an extensive series of workshops addressing these aspects as well as building a substantial body of web-based resources including a progamme manual, issue papers and FAQs. (12) and (13).

Stage Two: defining the future

The year of intense activity between the summers of 2000 and 2001 is one which will be remembered not only by project applicants as they put together their submissions in time for the February 2001 deadline but also by the Fund and Resource as the framework for a fair and accountable assessment process was put together and delivered. In order to meet the tight timescale, a forty-strong team of expert assessors (technical and business) was assembled and managed by Resource to support the Fund's own team of case managers for the programme as the most efficient way of covering all aspects and ensuring that all applications received due and proper attention. More importantly, the need for such an approach reflects the sheer scale and scope of the programme. Recommendations were then put to three meetings of a Panel of Experts whose job it was to consider the appropriateness and viability of applications in the context of

BEST COPY AVAILABLE

the whole programme, and to advise the New Opportunities Fund Board who made final decisions on grants to be awarded. Now the real work could - at last - begin.

The future starts here

A year on, there are 150 projects with grants ranging from £14,000 to £4 million, arranged in some 36 consortia and 34 individual projects. At a very rough estimate, the output will be to produce a digital learning materials foundry of well over 1 million images, tens of thousands of audio and video clips, innumerable pages of text and many hundreds of new learning packages on topics as diverse as biscuits, voluntary work, migration, biodiversity, football, contemporary art, music and photography, reading, etc... It is impossible to reflect the huge diversity that is nof-digi in this short paper, but a handful of examples may give just a hint of the rich variety of flavours.

Celebrating Wales , (£1.21million) a consortium of the National Library of Wales, Swansea Museum Service and Powys County Archives. NLW's *Gathering the Jewels* (14) is a unique project, bringing together for the first time in one collection the treasures of Wales held in its museums, libraries, galleries and record offices. 172 potential contributing institutions will present a panorama of Welsh history and culture. *Swanseaheritage.net* will interpret the history and natural environment of the Swansea and Gower areas in six bilingual themes: Industry, the Sea, World War II, People, Archaeology and Art & Culture. *Powys: A Day in the Life:* is focusing on what was happening across the community on one day in Powys history, Monday 6th April 1891 (the day of the national census), and comparing it with diaries kept by people in the county on one day in 2001.

Seamless UK (15) [£1.25 million], a consortium of Essex County Libraries; NCVO; Medway Libraries; Age Concern; North Lincolnshire Libraries, led by Essex, is creating a web-based Citizens' Gateway: a single point of access to information about public services regardless of whether they are provided by national, regional or local government or by non-governmental agencies in the public, private or voluntary sectors. The initial emphasis will be on information about Employment, Benefits, Health, Education and Active Citizenship. This work has already excited the interest of the Office of the e-Envoy as a potential framework to bring together national strategies and local initiatives in a user-focused way.

The Maritime Consortium, [£2.92 million], led by the National Maritime Museum, and including; Bristol City Council; Hartlepool Libraries; Liverpool Libraries and Southampton Libraries. Their Port Cities project is an imaginative, multi-media resource that allows individuals to explore Britain's rich maritime heritage in a selection of key cities and investigate its significance for communities living in these locations today, and provides materials and guidance for family historians with seafaring ancestors.

Visugate, [£190,000] being developed by the National Library for the Blind will provide easy access for visually impaired and sighted people to a comprehensive range of information on visual impairment through an innovative online portal. This will offer a 'one-stop shop' for anybody with an interest in visual impairment resources on the internet; a forum for the development/promotion of specialists groups; and content and structure for the development of learning resources relating to visual impairment

Moving Here (16), [£2.5 million] an extensive partnership led by the Public Record Office will celebrate, explore and record why people from all over the world came to the UK and what their experiences were and continue to be. It will focus on the experience of people from the Caribbean, South Asia, Ireland, and European Jewish communities, and on those already living here, especially in London, Yorkshire and the North West. There will be themes relating to the individual communities, as well as crosscutting themes: the immigration experience, military service and racism.

Reader development is embedded in the soul of public libraries and **Open Libraries** [£350,000] will develop the already successful Book Forager as a unique resource for readers of fiction. Artificial intelligence and collaborative filtering is used to enable readers to explore choices based on searching by mood, genre and other characteristics such as humour, romance or type of led protagonist; to increase their confidence to take their reading in new directions, and to demonstrate the connection between the old and new literacies. Book Forager will link to the major library web cataloguing systems allowing readers to check availability at their local library and browse or reserve a title.

The North West Museums Service [£87,000] is exploring the nation's passion for football with its ***Museums Fever - In the net*** project to provide on-line exhibitions, careers information and learning materials curated by 16-25 year olds using the collections of the Football Museum.

Finally, the largest grant form the programme of some £4million was awarded to the National library of Scotland for its **Resources for Learning in Scotland** (17) project. This brings together materials from some 95 contributing institutions in Scotland to create a microcosm of the programme itself. The expertise of SCRAN is being drawn upon in its role as managing agent for the project.

Clearly, the imagination, innovation and creativity central to the success of the programme are being delivered even through this modest handful of examples. The promise of a rich fabric of learning resources delivering the vision of New Opportunity will most surely be delivered. To celebrate this, the Fund has begun work on a showcase portal for all *digi* projects which will develop over the life of the programme. At present it is a simple presentation of project thumbnail sketches, but next steps are to build a searchable database of collection level descriptions and to see how the object level metadata being created by individual projects can best be harnessed to improve resource discovery.

Impact

What will be the impact of all this? At the moment, of course, it is impossible to say for sure (and a multi-layered evaluation and impact programme is currently being prepared by the Fund and Resource). However, there is already evidence that the programme is influencing thinking at a strategic level not only in the UK, but in Europe and more widely - particularly with its approach to technical standards. It is already generating discussion on how the framework it has developed can be built upon: for example, by exploring the Sense of Place materials, scaling up the SeamlessUK model through wider partnerships, or through re-purposing materials for the Department for Education and Skills Curriculum Online programme. There are many fascinating opportunities and no doubt that nof-digi will fuel a learning revolution for all, engaging interests, whetting appetites for more and changing people's lives for the better.

References

(1) www.nof-digitise.org
(2) www.ukonline.gov.uk
(3) www.peoplesnetwork.gov.uk
(4) www.resource.gov.uk
(5) www.ngfl.gov.uk
(6) www.cultureonline.gov.uk
(7) www.culture.gov.uk
(8) www.ukoln.ac.uk
(9) www.peoplesnetwork.gov.uk/content/technical.asp
(10) www.ahds.ac.uk
(11) www.becta.org.uk
(12) www.ukoln.ac.uk/nof/support/
(13) www.peoplesnetwork.gov.uk/content/digitise.asp

(14) http://www.tlysau.org.uk
(15) http://www.seamless-uk.info/seamlessuk.info/index.html
(16) http://www.movinghere.org.uk/default.htm
(17) http://www.rls.org.uk/homepage/

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**154-123-E**
Division Number:	**VI**
Professional Group:	**Audiovisual and Multimedia Section**
Joint Meeting with:	**-**
Meeting Number:	**123**
Simultaneous Interpretation:	**Yes**

PictureAustralia – participating in a collaborative digital project

www.pictureaustralia.org

Deborah Campbell
National Library of Australia
Canberra, Australia

What is PictureAustralia?

The PictureAustralia service is a collaboration between cultural agencies to bring their digital pictorial collections together at the one web site, hosted by the National Library of Australia.[1] It was developed through the identification of a need for a national image discovery service, as users do not make distinctions about which types of agencies hold the images they require. The key to the service is its cross-sectoral nature, including the collections of libraries, museums, archives, galleries, universities, historical societies and other cultural agencies.

The service operates through the use of a central metadata repository to support national discovery and to ensure consistency in searching and locating images. The participating agencies place descriptive metadata for their digital images, in the simple unqualified Dublin Core format,[2] in a directory that can be accessed by the National Library of Australia's gathering software. This descriptive information includes the URLs for location of the associated digital images. Every two months this data is gathered into a central Oracle database and is indexed for searching. Thumbnail images are hosted on the participant sites and are pulled into the results sets in real time. Users click on a thumbnail image and are directed to the relevant member web site to view the original. From here they may remain on the member web site to search just that collection or to order a high quality copy of that image, or they may return to the PictureAustralia site to continue with their broader searching.

---

[1] National Library of Australia – http://www.nla.gov.au/

[2] Dublin Core Metadata Element Set, Version 1.1 – http://au.dublincore.org/documents/dces/

Phase I - development of a prototype

Getting started

In 1998, Australian libraries had a strong tradition of cooperation and an infrastructure for national resource sharing. However, environmental changes, particularly Internet developments, were creating new opportunities and the National Library was keen to broaden its collaboration to take full advantage of these developments.

The ImageSearch project, the proof-of-concept for the PictureAustralia service, began as an initiative to test the application of international standards for image presentation, digitisation and metadata in Australia. In mid 1998, Warwick Cathro and Maxine Brodie, the Directors of Information Technology Services at the National Library and the State Library of New South Wales respectively, came up with the idea of coordinating access to the pictorial collections of both institutions with a Web-based service. This idea quickly expanded to include integrated access to the pictorial collections of the state libraries and national cultural institutions.

Maxine Brodie, as Convenor of *Information Online & On Disc 99*, suggested a proof-of-concept be showcased at this conference in January 1999.[3] It was agreed that the fastest and most useful way to proceed would be to implement a digital images metadata repository at the National Library, based on the free MetaWeb software of the Distributed Systems Technology Centre (DSTC),[4] which would permit further exploration of the functional issues after the cessation of the conference.

The plan was for a range of participating agencies to provide a set of URLs for a selection of digital images and associated metadata. The metadata would then be gathered into a repository by gathering or harvesting software and indexed for subsequent searching.

The original participants

Work was started in earnest in November 1998 with the downloading of the MetaWeb software to underpin the pilot. It became increasing clear that there would be value in extending beyond the boundary of library-based image search services, to foster closer collaboration with cultural institutions facing the same issues in providing enhanced Web-based access to their pictorial collections. Agencies with a significant quantity of Dublin Core metadata or significant quantities of digitised images were asked to participate. These included the State Libraries of Tasmania and Victoria and the Australian War Memorial, in addition to the National Library and the State Library of New South Wales.

Each institution was required to provide Dublin Core compliant metadata describing selected themes of images, including regional Australian towns, whaling ships, wildflowers, and the Antarctic. These themes reflected the digitised collection strengths at the time. An upper limit of 5,000 images per institution was set to ensure appropriate response times and minimal impact on the National Library's information server. A metadata conversion program to convert MARC records to Dublin Core was developed for those agencies requiring assistance in conversion.

Information Online & On Disc 99

The participating agencies met a number of times and continued collaboration via email, with facilitation from the Project Coordinator based at the National Library. A proof-of-concept was completed in time for demonstration at the *Information Online and On Disc 99* conference and proved to be an extremely successful venture. Around 11,000 images from the five institutions were incorporated into the project and feedback on all aspects of the demonstrator was gathered via a survey of users.

---

[3] Information Online & On Disc 99 – http://www.csu.edu.au/special/online99/

[4] Distributed Systems Technology Centre – http://www.dstc.edu.au/

Suggestions that came out of the conference included adding all of the digitised collections from each participating institution and extending the concept to encompass under-utilised or under-exposed collections wherever they might be located in cultural institutions, such as architectural slides of university fine arts streams, university archives, or small photographic collections in public libraries.

The ease with which the proof-of-concept was established and made operational provided encouragement with respect to the further development of the project.

There were some issues identified in the proof-of-concept requiring further investigation including:
- developing additional partnerships;
- access to a national pictorial thesaurus;
- a uniform ordering capability;
- copyright management;
- need for improved navigation;
- relevance ranking across varying metadata;
- quality, quantity and consistency of metadata;
- HTML quality – double quotes in content could not be harvested;
- participant branding to ensure users could identify whose collection they were accessing;
- collection compared to item level description; and
- embedded compared to separate metadata.

Moving forward in 1999

Following the *Information Online On Disc 99* conference, the participating agencies met to consider how to develop the proof-of-concept. It was clear that the MetaWeb software would not be scalable for metadata describing all of the pictorial collections. The participants agreed to await the outcomes of the National Library's Digital Services Project, which included a search for a Metadata Repository and Search System (MRSS) that could potentially support the project.

The search for a Metadata Repository and Search System resulted in the purchase of the MetaStar suite by Blue Angel Technologies (BAT).[5] Advice from Information Technology Services indicated that the proposed PictureAustralia service could be supported on this platform. This approach aligned with the strategic directions of the National Library to collaborate with other cultural institutions and to enhance access to national collections, and led to the development of a business case aimed at partial cost recovery. The strategy was to facilitate achievement of the project's service objective across a range of large and small organisations, while at the same time providing some capacity for the development of enhancements in the medium term.

Phase II - the launch of PictureAustralia

At the conclusion of a second annual participant's meeting in January 2000, the National Library had a scalable software platform, an agreed business model to support the development of the pilot into a fully-fledged service and a timeline to complete the service by the middle of the year. Formal letters were sent to the participating agencies inviting them to move into Phase II of participation and a Service Level Agreement with each agency was also developed.

The participants agreed to supply all of their metadata to extend the coverage of the service. They also decided to supply thumbnail images for inclusion in the search results to increase the visual nature of the service. Harvesting of this data was undertaken in the first quarter of the year and agencies undertook fine-tuning of metadata where required. The site was fully operational from June 2000 but not publicised. This allowed the developers three months to test the site before the product launch.

During this period, the National Library had been discussing participation in the service with a range of other agencies, some of which it had targeted because of their collection of strengths and some of which had heard about the service and approached the Library. The National Archives of Australia was targeted because of the significance of its collection and was able to conduct a technical trial and join the service in time for the launch.

---

[5] Blue Angel Technologies – http://www.blueangeltech.com/

Following on from the well-publicised launch on 4 September 2000,[6] the service won a coveted Australian Financial Review Internet award in the Arts category. The judges commented "it is an excellent portal for Australian cultural material of a pictorial nature, seamlessly integrates multiple multimedia databases into an elegant visual experience for the customer, and the use of metadata is excellent." This award and increasing usage – an average 40,000 visits per month in 2002 from users all over Australia and overseas (an increase of around 30% on monthly visits in 2001), indicates the ongoing success of the service in meeting the needs of a wide group of users.

Continuing the collaboration

The serendipitous approach to increasing the content coverage and participation in the service continued after the launch of PictureAustralia, with a large number of agencies, representing the cultural sector at the national, state and local level, contacting the Library for information about joining. Some agencies were in a position to join directly, and in 2001 the Australian Heritage Commission, Nolan Gallery, Lake Macquarie City Library, Museum Victoria, National Library of New Zealand and Campbelltown City Library (in collaboration with the Campbelltown and Airds Historical Society) all joined the service.

The National Library of New Zealand was the first overseas agency to join, with content relating to Australia, followed by the Scottish service SCRAN.[7] These developments revealed the mutual value of the collaboration, with a new user group targeted for the National Library of New Zealand and SCRAN collections and Australian users having access to content that they may not have even been aware of.

Other collaborative developments included discussions with the National Library of Canada regarding the possibility of establishing a similar model for Canadian cultural agencies. This culminated in the launch of Images Canada[8] in May 2001, a pictorial discovery service based closely on the PictureAustralia model and including the collections of eight Canadian agencies to date. The National Library of New Zealand is also investigating the possibility of establishing a PictureAotearoa service.

A large number of agencies approached PictureAustralia for advice on digitisation of images and creation of metadata. This lead to the development of a booklet, *A Guide to the PictureAustralia Service*,[9] which provides information on the standards underpinning the service for agencies wishing to develop in a compatible manner.

The number of smaller agencies approaching PictureAustralia with the intention of joining in the medium term led to a reassessment of the business case at the third annual participant's meeting in January 2001. The new model, supported by all the participants, included a sliding scale arrangement based on agency scope and responsibility, for example a national, state or regional focus, with respect to the membership fee. The new business case also made allowances for consortia proposals.

The National Gallery of Australia, the Australian Capital Territory (ACT) Heritage Library, the Northern Territory Library and Information Service and the Vision Australia Foundation all joined PictureAustralia in 2002, making a total of around 600,000 images from 18 member agencies accessible to users through the one interface.

---

[6] NLA News, November 2000 – http://www.nla.gov.au/pub/nlanews/november00/picturaustralia.html

[7] SCRAN – http://www.scran.ac.uk/

[8] Images Canada – http://www.imagescanada.ca/

[9] A Guide to the PictureAustralia Service – http://www.pictureaustralia.org/guide.html

The State Library of New South Wales,[10] a key original member of the service and contributor of the greatest number of images, is an interesting agency to consider from the perspective of a participant in PictureAustralia.

The State Library of New South Wales as a participant in PictureAustralia

Pictorial collections and digital activities

The State Library of New South Wales has picture collections in both its Mitchell Library and Sir William Dixson Library and the Dixson Galleries form one of the most significant historical and documentary collections in Australia. The entire collection comprises around 1 million images. Comprising media as diverse as watercolours, prints, drawings, silhouettes, miniatures, framed works (including oil paintings), architectural plans, black & white drawings, around 750,000 photographs and realia, the collections aim to document the lives of Australians, their society and their buildings and landscapes. While the collection focus is New South Wales, there are strong nineteenth century holdings of other Australian states and the Pacific Region.

PICMAN[11] is the State Library of New South Wales' database of pictures and manuscripts, recording material processed in the last ten years. At present, there are 586,918 records in PICMAN, 306,000 with attached images. Of these, 266,000 are contributed to PictureAustralia (some images were suppressed for copyright reasons). The bulk of the images the State Library contributes to PictureAustralia are derived from videodiscs created in the 1980s. These discs describe large photographic negative collections and the quality is poor but sufficient for reference purposes. The State Library is slowly upgrading the quality of the most significant components of these archives.

In addition, the State Library began a new program in 2001 to digitise images of recent acquisitions, exhibition items, significant items or collections and images on frequently searched topics – derived from PICMAN and PictureAustralia search logs. Approximately 10,000 new images will be added per year over the next three years to PICMAN and PictureAustralia.

Participation in PictureAustralia

PictureAustralia provides a unique and effective service, and clearly benefits a wide-ranging research community. It works in conjunction with the PICMAN database drawing a wider user group than the State Library can reach, particularly as a result of its promotions budget and promotional activities.

In the last year, referrals from PictureAustralia, in the form of page views of State Library images from PICMAN, constituted an average of 32% of the total requests for page views by all users. This is a significant figure particularly as it is continually increasing – rising from 24% in July 2001 to 36% in June 2002. Clearly, the State Library of New South Wales' participation in PictureAustralia is bringing more users to the State Library's site. Total requests for pages in PICMAN rose by 54% in the same period. Being involved in PictureAustralia does not appear to have had an impact on photographic orders however, which the establishment of a uniform ordering capability may address.

Participating in PictureAustralia is comparatively simple – operational staff are not even aware of the harvesting routines and there appears to be little substantial impact on other aspects of operations. A program, written by the PICMAN vendor, automatically harvests Dublin Core metadata from PICMAN records and deposits them in a directory from where they are regularly copied into PictureAustralia. However, database modifications and development must always take into account PictureAustralia functionality and the impact that any changes might have on it.

Searches on member agencies' own databases can be more powerful and accurate than searching PictureAustralia where agencies have additional data in their own system that they do not contribute to PictureAustralia. For example, the State Library of New South Wales has an extensive notes field, which was not provided with PictureAustralia records because of the general entry length. Not being able to free text search on this field in PictureAustralia can have an impact on search success. However, this is to some extent addressed by the number of referrals from PictureAustralia to local databases and also by the comprehensiveness of a PictureAustralia search, which looks across a wide range of databases.

---

[10] State Library of New South Wales – http://www.sl.nsw.gov.au/

[11] PICMAN – http://www.slnsw.gov.au/picman/

Inconsistent mapping of metadata from the various participants reveals a broader issue of the lack of standardisation in the description of pictorial material in Australia, which has an impact on the effectiveness of resource discovery platforms such as PictureAustralia. The development of best practice guidelines for the creation of metadata for the service, based on the *Guidelines for the Creation of Content for Resource Discovery Metadata* [12] developed by the National Library of Australia and the State Library of Tasmania in consultation with cultural sector stakeholders, is a strategy to minimise the impact of this issue over time. The promotion of the Australian Pictorial Thesaurus[13] as the preferred thesaurus for the service is also contributing to standardisation at the subject heading level.

The way forward

PictureAustralia is always developing as a service. A full evaluation was undertaken in June 2001, through statistical analysis, usability testing via scenarios with users and a user satisfaction survey. Areas for enhancement were identified and these have been addressed over the past months. A new interface has been released giving users access to the search function from every page and incorporating simpler searching. Users can also increase the number of results displayed per page by using the advanced search option. A new ordering page has been included to provide a quick reference point for the image ordering requirements of all the member agencies. The picture trails section which brings together highlights from the collections on specific topics, has been updated to allow for continued expansion of this value-adding feature. In addition, in the next six months PictureAustralia will move onto a new software platform, TeraText, [14] which will provide increased scalability and search flexibility for the service as it expands.

The National Library continues to target potential new collections that will strengthen the service and is always alert for strategic opportunities. Discussions and technical trials continue with a range of agencies. The number of members, images and users accessing the service are all expected to continue to expand over time.

The success of PictureAustralia thus far may be attributable to a number of factors. It is based on an infrastructure that is simple and not overly demanding in participation requirements. The National Library and the participants saw Internet developments removing the boundaries between the different cultural sectors and the cross-sectoral approach to this initiative has been fully supported by users. The commitment and collaborative attitude of the participating agencies cannot be overestimated. In addition, these agencies choose their own digitisation priorities, and so the ability to re-purpose digitised images has also become a key success factor in the development of the service. Challenges will continue to arise as the service expands but as the participating agencies bring their range of experience together, the strength of the collaborative approach is likely to ensure continued success.

---

[12] Guidelines for creating metadata content – http://www.pictureaustralia.org/metadata.html#guidelines

[13] Australian Pictorial Thesaurus – http://www.picturethesaurus.gov.au/

[14] TeraText – http://www.teratext.com/

763

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 043-123-E
Division Number: VI
Professional Group: Audiovisual and Multimedia Section
Joint Meeting with: -
Meeting Number: 123
Simultaneous Interpretation: Yes

Heritage Through Oral History and Archival Images

Matthew Nickerson
Southern Utah University
Cedar City, Utah, USA

Abstract:

This paper reports on a cooperative effort in the U.S. to create a series of web-based multimedia exhibits uniting oral history with historical images to portray the complex history of the Colorado Plateau region. Lead by a university library, regional libraries and museums worked in collaboration to integrate historical and cultural materials from each of the partnering institutions to tell the engaging story of this unique part of America.

Background

Libraries, archives and museums are excited by the many possibilities provided by the World Wide Web (WWW) to share their cultural heritage information with a broader audience. Since the late 1990's it has become increasingly popular for museums and libraries to offer electronic access to their collections. A speaker at the 1997 *Museums and the Web Conference* introduced his remarks by saying, "The World Wide Web has cast a powerful spell on museums and museum professionals as a medium for reaching new audiences and fulfilling their educational missions."(Donovan, 1997) and the Research Library Group (RLG) has made electronic access to cultural artifacts a priority for the 21st Century (Improving Access, 2000).

A fair number of early adopters began creating online libraries and museums in the mid-1990s and by the end of the century Internet patrons had a wide range of virtual collections to choose from. But as the novelty of online collections wanes some library professionals and Internet surfers are beginning to wonder if access to data bases and digital artifacts is enough.

Many of the latest developments in virtual collections place new emphasis on the notion that libraries are in the business of disseminating information, not artifacts. A growing number of libraries and museums, both traditional and online, are beginning to recognize that they can move beyond displaying artifacts and begin to explore ways of creating exhibits that place objects in a narrative context within a larger perspective. Curators interested in online exhibits are experimenting with innovative uses of Internet technologies to share artifacts and information in new ways.

Digital exhibits present opportunities for cultural heritage institutions to cooperate and collaborate in new ways. Libraries can work with museums and other cultural heritage institutions to combine and contrast artifacts in a much simpler and efficient manner than could ever be achieved within the bricks-and-mortar museum world of the past. Researchers at the University of Michigan (USA) have noted the great possibilities provided by the WWW for combining and integrating materials from many collections in order to tell an even greater story. "Since the Web is based on distributed input in digital form, it permits both production and consumption of information; it makes possible a model for organizing and sharing images, sound files, and other materials from a number of sources" (Holland and Smith, 1999).

Research is beginning to show that online patrons are looking for the deeper and richer experiences that such innovations can provide. Recent studies analyzing visitors of Web museums have discovered that a majority are seeking exhibits that go beyond a data base of disparate objects. Visitors to virtual museums are looking for guided tours and exhibits that present information created by knowledgeable professionals that help them to understand and appreciate artifacts in their artistic and historical context. These initial studies are discovering that when users go to a web site of arts and culture they want to do more looking and less clicking. Many online patrons have the necessary technology to view video and multimedia presentations and are looking for exhibits that take advantage of these features to present more vivid narratives and deeper contextual information (Vergo, 2001; Kravchyna, 2002; Fry, 2002)

Project Report

Voices of the Colorado Plateau is a new online multimedia exhibit exploring the use of sound and images to offer patrons a new kind of WWW library experience. The Voices project is a collaborative effort uniting eight cultural heritage institutions in three states ringing the Colorado Plateau region of the U.S. This unique cooperative effort was funded by the Institute for Museum and Library Services (IMLS), a government agency that fosters innovation, leadership and a lifetime of learning.

The project uses WWW technology to address two key issues for online museums as discussed in the research above: broadening museum offerings through collaboration and using multimedia tools to create more compelling exhibits.

Collaboration

An obvious partner for libraries that seek to provide quality context and "great stories" for WWW patrons is academia. University faculty and libraries can offer contextual expertise as well as the advanced technological experience that many museums lack. A 1998 research project promoting this specific type of cooperation sponsored by the Andrew Mellon Foundation found that "there is much university enthusiasm for the use of digital surrogates for cultural heritage material. . . [and] universities and museums have common interests in providing images and metadata to users. . . [they] have more common than divergent interests and can work well together"(Besser and Yamashita, 1998). There is also evidence that such cooperative efforts will make cultural heritage materials more accessible and meaningful, and these partnerships may also prove to be more economical and efficient (Sherwood, 1998).

Technology The online exhibits combine oral history sound recordings and historical images from all eight institutions to tell captivating stories that no single institution could produce on its own. The lead institution for the Voices of the Colorado Plateau is the Sherratt Library at Southern Utah University (SUU). A small cadre of faculty and students with experience in archives, artifacts, Web design and multimedia technology are the focal point for the creation of the online exhibits. The core collaborative team, with one representative from each partnering institution set the course for the project deciding on important themes to be addressed by the exhibits. Then each individual institution combed its own collections to find outstanding oral histories that discuss and illustrate the chosen themes. The best histories, as chosen by the partners, were reviewed to find powerful and compelling excerpts that both portrait important historical events and reveal the human story behind the history. Once a short vignette had been identified all the partners then worked to provide illustrative material to support the chosen story

In this very involved and sometimes complicated collaborative effort it has been the tried and true Internet tools rather than bleeding edge technologies that have proven most useful. The sharing of information and narrowing of topics; the selection and sharing of individual sound bites and images; as well as general planning and reporting have all been handled via e-mail. The power of this ubiquitous Internet offering should never be under valued or taken for granted in any collaborative project. Another very important and by Internet standards a very "old" tool that proved indispensable was file transfer protocol (ftp). The eight partnering institutions in this project are spread over 83,000 square miles of some of the most rugged landscape in North America and just to make things more interesting the area is bisected by the Grand Canyon. Sharing recordings and images across these great distances safely, cheaply and efficiently would be impossible relying on a shuttle service or overnight mail. Electronic transfer of large digitized sound and image files was accomplished with ease. Collections of 30-50 photographic images were sent complete with accompanying text files for easy identification and attribution. As exhibits came together it was sometimes necessary to request specific images to complete story designs and these single, smaller files were most often forwarded as attachments to e-mail. This work seems a prime example of what Holland and Smith foresaw in 1999 (Holland, 1999).

No one working on the Voices of the Colorado Plateau project has the luxury of devoting full time to the effort, in fact, most of the participants have several projects, administrative responsibilities or teaching assignments to worry about as well. All were able to stay in touch and contribute to the project through time proximate but asynchronous communication made possible through Internet-based telecommunication. This type of read-it-when-you-can-and-respond-as-soon-as-possible communication is a key to successful collaboration in the Internet Age.

Paradigms It is also important to mention the benefits derived by the partners from participating in a museum/library collaboration. Though these institution have a lot in common their professional practice and culture also have their differences. The project partners are pleased with the synergy generated through the collaborative process. The exhibits bear evidence of the library as well as the museum approach to cultural heritage. The joint effort required give and take from both sides. A simple example is in the presentation of artifacts:

> *Museums* are comfortable, even anxious, to provide patrons with interpretation but are loth to offer access to their collections.
>
> *Libraries* stress access to everything but are extremely reluctant to provide any sort of interpretation.

As the two groups worked together in the project a design for the exhibits took shape that reflected both camps. The multimedia exhibits are interpretive but at the conclusion of each presentation the patron has the opportunity to review the individual artifacts (sound and images) that comprise the exhibit with complete attribution for each item. In addition, each exhibit contains a short historical essay placing the narrowly focused exhibit into a broader regional and/or national context.

Multimedia Exhibits

As described above the multimedia exhibits feature both oral history recordings and historical images drawn from the collections of all eight partnering institutions. Recent user studies, as discussed earlier, are revealing the wisdom of the original vision of this project. The plan was to create short, captivating presentations that would stand alone as interpretive exhibits but at the same time could serve as introductions or gateways to the larger interviews and collections from which the exhibits were drawn. This is in keeping with the "less clicking more watching" approach advocated by the IBM study cited earlier (Vargo, 2001).

Access to the exhibits from the main page is provided through three simple menu choices that organize the exhibits accordingly: People, Places, and Topics. Each choice provides the online patron with a list of narrower choices to choose from: names of the interviewers, locations of the events, or subjects covered. Each person, location and subject provides up to four exhibits to view. In addition to a list of locations, the Places page also provides an interactive map of the Colorado Plateau that also serves as a menu for the exhibits.

After viewing an exhibit the user can 1) review all the images used in the exhibit, accompanied by the complete attribution, 2) read a short historical essay placing the exhibit in a larger historical context, 3) temporarily exit the exhibit to hear, or read, the complete oral history interview, or 4) view another exhibit from the current section.

From the outset, the multimedia production team realized that the oral history interviews were the lynch pin of the project. Voices of the Colorado Plateau, as the name implies, is about the personal, individual experience (voice) within the larger tide of history. The designers felt sure that if the excerpt were chosen carefully the exhibit would be captivating and educational with the added images and editing serving to enhance it. It was the power inherent in real stories told by real, everyday people that guided the design and creation of the exhibits.

Flash 5®, by Macromedia, was used to create the multimedia exhibits. Flash offers many important tools that helped make the design, creation, and distribution of the exhibits very professional and efficient. Layering inside the Flash movies made it easy to build the hierarchical organization of the site. Simple animation tools allowed the designers to fade and pan images in a manner reminiscent of documentary films. Multiple sound channels in the creation phase are collapsed and compressed into a very efficient MPEG format for distribution while maintaining the unique, personal sound and passion of each narrator. The final Flash files (.swf) are relatively small and will load on a typical home computer with a 56Kb connection in less than thirty seconds.

Conclusion

Voices of the Colorado Plateau features online multimedia exhibits where real people tell real stories. The menus are simple and users can experience the museum with a minimum of searching and clicking. The site takes advantage of both WWW multimedia and streaming technologies offering online patrons compelling and educational presentations. If more information is desired there are simple routes to gain access to full interviews, complete photo collections or access to the host museum/library web site. This is one of a new generation of online cultural heritage sites endeavoring to make library and museum artifacts more accessible, more compelling and more human.

References

Besser, Howard and Robert Yamashita, 1998. "The Cost of Digital Image Distribution: The Social and Economic Implications of the Production, Distribution, and Usage of Image Data." *A report to Andrew W. Mellon Foundation A Study of the Economics of Network Access to Visual Information: The Museum Educational Site Licensing Project.* Berkeley, CA: University of California, School of Information Management and Systems, at http://sunsite.berkeley.edu/Imaging/Databases/1998mellon/.

Donovan, Kevin,1997. "The Best of Intentions: Public Access, the Web & the Evolution of Museum Automation." *Papers from Museums and the Web 2000*, Los Angeles, CA, USA, at http://www.archimuse.com/mw97/speak/ donovan.html, accessed 18 December 2000.

Fry, Thomas K, et al., 2002. ***A Comparison of Web-Based Library Catalogs and Museum Exhibits and Their Impacts on Actual Visits: A Focus Group Evaluation for the Colorado Digitization Project*****, at http://coloradodigital.coalliance.org/lrsreport.pdf, accessed 9 April 2002.**

Holland, Maurita and Kari Smith, 1999. "Broadening Access to Native American Collections via the Internet." *Papers from Museums and the Web 1999*, New Orleans, LA, USA, at http://www.archimuse.com/mw99/papers/holland/ holland.html, accessed 18 December 2000.

"Improving Access to Cultural Materials," 2000. *News Release. Research Library Group.* http//:www.rlg.org/pr/pr2000-01cmi.html.

Kravchyna, Victoria and S.K. Hastings, 2002. "Informational Value of Museum Web Sites," First Monday, volume 7, number 2 (February), at http://www.firstmonday.dk/issues/issue7_2/kravchyna/, accessed 4 March 2002.

Sherwood, Lyn Elliot, 1998. "Discovering Buffalo Robes: A Case for Cross-Domain Information Strategies." *Computers and the Humanities*. 32:57-64.

Vergo, John, 2001. "Less Clicking, More Watching: Results from the User-Centered Design of a Multi-Institutional Web Site for Art and Culture,"*Papers from Museums and the Web 2002*, Seattle, WA, USA, at http://www.archimuse.com/mw2001/papers/vergo/vergo.html, accessed 3 April 2002.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**044-123-E**
Division Number:	**VI**
Professional Group:	Audiovisual and Multimedia Section
Joint Meeting with:	-
Meeting Number:	**123**
Simultaneous Interpretation:	**Yes**

Multimedia applications for innovation in cultural heritage: 25 European trial projects and their accompanying measure TRIS

GABRIELE SCALI
Space Spa, Prato, Italy
E-mail: gabriele@trisweb.org

Monika Segbert
E-mail: monika@trisweb.org

Barbara Morganti
E-mail: barbara@trisweb.org

Introduction

The *Cultural Applications* Unit of DG Information Society launched, as part of its 4th call in year 2000, a programme for 'Take-Up Actions' under Action Line III.1.5 (*Trials on new access modes to cultural and scientific content*).

The intention was to launch trial actions across Europe, encouraging take-up of results and stimulating the implementation of innovative products and services in the cultural heritage sector. The focus of the Action Line was on exploring and experimenting novel ways of creating, manipulating, managing and presenting new classes of intelligent, dynamically adaptive and self-aware digital cultural objects, either held by memory institutions (archives, libraries, museums, etc) or directly involving digitally born objects or art forms. The proposal were to be user-centred with the emphasis on user interaction and models for interactivity with high-quality virtual representations of valuable cultural objects, and the creation and navigation of virtual cultural and scientific landscapes.

The workplan recommended that focus should be given to the sustainable development of valuable digital repositories in Europe's libraries, museums and archives, on models for future virtual collections and on guidelines for integrating real and virtual objects and collections. Proposers were asked to provide examples of how dynamic user interaction with the cultural and scientific content can enhance the user experience, addressing the experiences of learning, exploring and entertaining for the user.

This led to the selection of 25 new TRIAL projects with an average duration of about 12 months.
They address a wide-range of user communities (specialist but also general such as children or tourists) and cultural heritage themes.

One of the most distinguishing aspect of the projects is that they are driven by cultural institutions mostly run by local authorities or by SMEs with local interests, demonstrating a great potential to create a European-wide momentum for innovation even in smaller cultural institutions. The projects are interesting to a range of potential users, as in many cases they will lead to improved access to cultural assets in museums, archives and libraries, through their use of innovative technologies such as mobiles, digitisation techniques, Internet support etc.

In particular, it is very interesting to look at these experiences as practical demonstrations of how smaller institutions can play a very important role in the use of innovative technologies for the production of cultural content aimed specifically at the educational sector.

Many large scale initiatives exist for the production of standardised cultural content for educational purposes but they mainly rely on well known technologies and concern themselves with traditional cultural objects of global importance. The group of TRIAL projects, instead, focuses on the possibility of new ways of interaction and on content of regional or local importance. This type of cultural content is getting more and more interesting to educators worldwide, as the attention to local history, traditions and cultural and environmental assets grows steadily in educational programs.

The TRIALS meet head on the challenge of cultural institutions taking on ICT, not in an RTD setting, but by experimenting with technology and in partnership between technology providers and, in many cases, smaller cultural institutions – local archives, museums, libraries. These institutions face the challenge of responding to organisational change, of integrating new skills and competences, of meeting the digital challenge. Their motivation is to make cultural content more visible and accessible, to offer their users new ways of interaction and experiences. Those that will benefit from the results of the trials include tourists, teachers and SME's, historians and scholars, botanists, scientists, the interested citizen, our everyday European life. Particular attention is given to the inclusion and involvement of young people through games and in the creation of content.

TRIS

The TRIS Accompanying Measure has been set up to cooperate with all the TRIAL projects to strengthen and enhance their effectiveness and the benefits of individual actions and projects beyond their own perimeter. The co-ordination, grouping and dissemination activities of TRIS will help the projects to reach critical mass and substantial cultural, scientific and commercial impact.

The following is a list of the activities of TRIS in relation to the TRIAL projects:

- analyse the portfolio of the selected projects and identify relevant clusters among them to improve the potential for communications and knowledge sharing among the projects, and TO encourage the exchange of experiences and success stories
- catalyse the projects' opportunities to produce viable and standardised solutions and assist the exploitation towards complementary subject areas (including education) and throughout the European

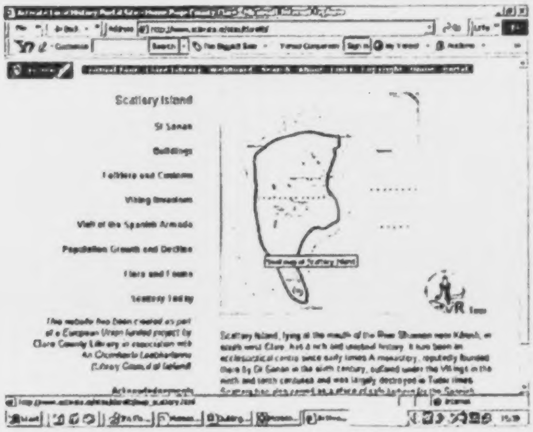
markets beyond the normal outreach of any single project, by means of dedicated Web tools and through specific actions towards potential users, industrial partners, territorial policy makers and venture capital
- heighten the TRIALS profile through their collective dissemination and promotion to national and international bodies and the media, stimulating cooperation with non-EU countries and related key networks
- analyse and reconsider the TRIAL format in itself and the related submission/evaluation process, while acting for the promotion of the TRIAL format to foster a wider and more informed participation in future Calls for Proposals
- actively foster the participation of relevant interest groups that may not otherwise be present in IST. This relates in particular to the participation of non-EU countries, mostly within the PHARE, TACIS and MEDA areas. Despite the availability of significant resources and the active promotion policies undertaken by the Commission, in fact, these areas have experienced difficulties in their involvement in European RTD activities. It is one of the working hypothesis of TRIS that the TRIALS format, because of its lightweight footprint and of its direct concern with results and technology transfer, may represent an optimal vehicle for the involvement of these countries and potentially a bridgehead for a low-risk inclusion of these areas into the 6th FWP.

This paper is an exercise by the TRIS team in analysing a number of projects with high educational potential categorising them based on their relevance for their model and implications, for adopted technological solutions or for the particular interest in the content involved.

The TRIALs from an educational pespective

Each project is taken in consideration here, with the aim of highlighting those aspects related to educational pourposes, with particular attention to models of user interaction, content, and potential educational value of the technologies adopted.

ACTIVATE - will build a virtual reality model of a historic landscape, to provide a new way of accessing existing rich stores of cultural content concerning the landscape. One of the results will then be to provide for free a number of templates that will enable people with minimal IT skills to set up their own, easy to maintain, portal and content thematic network. Their experiment is based on material provided by the contrasting urban and rural library services of Cork City and Clare County, which are setting up a local history content site and link it to a central portal, thus forming an example of a thematic network and testing the template in action. The interesting aspect here is the concept of the same model and templates, reused in an economy of scale, to reduce the impact of technology on the creation of (possibly educational) content rich networks of a regional area.

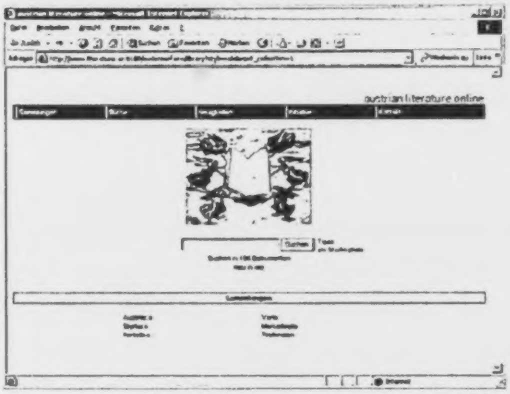


BEST COPY AVAILABLE

ARCHIVIEW - is developing a software aimed at opening the historical city archives to broader audiences by integrating easy tools for the management of collections with solutions for creating "narratives" around sources and publishing the results on the Web. This will make a wealth of first-hand information available to those interested in getting to know and feel the past of the towns they live in or are visiting. The interesting aspect here is that the authoring tool will be easy enough to be used by the archive curators themselves, thus allowing them to promptly react to the needs of different audiences, first among them young people. As a matter of fact, some of the trial content being developed is specifically devoted to school classes often visiting the archives.

BEASTS - will adapt a resource locator tool initially developed for public sector education and training, to develop an e-commerce on-line training package and portal service for the tourism sector in a region of Wales.

BOOKS2U! - has a direct European level impact on professional learning as it aims at experimenting with a new approach to inter-library loans (replacing the usual process), especially when dealing with old and valuable books, by digitisation on-demand. By performing Optical Character Recognition the documents' content can be rendered accessible on the Internet also to blind and visually impaired people.



CHOSA - is developing an interactive web game and a WAP tour, both fun and educational, for access to and awareness of an archaeological site for those who cannot visit the real museum. The game will turn a board game principle into an interactive and educational experience based on the historical events and the people of St Albans.

CTIC - the partnership, which consists of several UK museums and art galleries, is trialling a novel, purpose designed interface enabling users to access cultural content displayed in their collections. The project will focus on digital content related to costumes and textiles and will permit to explore, interpret and encourage dynamic user participation in the interpretation of user selected objects. Visual content such as photorealistic 3D and virtual reality will be privileged and organized using visual metaphors so as to help decreasing language barriers.

DOMINICO - the project features an Austro-Slovenian partnership to trial innovative technologies to support smaller museums and exhibition designers in their networking, digitisation, and production of promotional material and Web presentations. Similarly to the ARCHIVIEW project, DOMINICO's publishing pipeline toolset seems particularly suited to produce children specific publications and study material.

eISLAM - this and the following project are an example of the rich diversity of content and topics present within the TRIALs. eISLAM aims at promoting the Islamic collection of the Benaki Museum in Greece by creating digital surrogates of exhibited items (for instance, the items currently displayed in the exhibition 'Glass of the Sultans').

eSTAGE - the project is setting up a web-based resource on European puppetry. It permits content owners to provide information about their activities online so as to create an easy and enjoyable access to European puppet theatre productions. eStage also attempts to create a virtual community for the exchange of ideas concerning puppet theatre productions and related information capable of inspiring new creative talents.

EULER-TAKEUP - based on the pilot developed through the European RTD project EULER, the trial is setting up and evaluating a European digital library for mathematics. EULER aims at establishing a world class reference and delivery service, offering full coverage of the mathematics literature worldwide, including bibliographic data, peer reviews and/or abstracts, indexing, classification and search, transparent access to library services thus directly addressing a large audience of students and teachers.

HITITE - will test a model to enable anyone interested in the historic environment to remotely access and explore sites and monuments without the need to have specialist knowledge. The most innovative tool will be a VR-based thesaurus allowing users to explore terminology through images and Virtual Reality models, a conceptual component which, in itself, holds great educational value.

HYPERGUIDE - is building an XML tool based on a web description methodology, for access to high-value web-based resources in order to enhance selection, filtering and usability of information resources in specific domains.

KIST - will use 3D, audio, animation and video for a digital exploration of the collections of the National Museum of Scotland. The project will also develop and trial the Treasures Programme as an on-line resource enabling National Museums of Scotland collections to be explored in detail from anywhere in the world. As part of the on-line development, Treasures will be integrated into the educational environment as a teaching resource for use in classrooms and available to children of all ages.

LAB-VR - the project is working to improve 3D photographic Internet access to research laboratories and their research activities. Users will be able to view the operational research environment as an interface for gaining further information from the Web.

MATAHARI - will use portable information devices for access to information gleaned from libraries, archives and museums about outdoor objects in order to enhance the visitor's experience. The set of tools this project is experimenting with might certainly prove to offer a large spectrum of future applications for education.

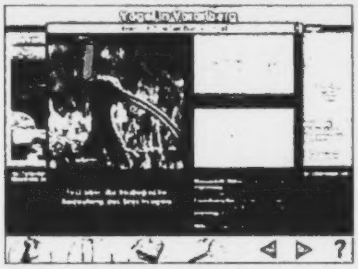
POUCE - seeks to validate a model for a common access portal to a group of French museums on the Web. The semantic, XML-based approach will permit to manage heterogeneous resources (great variety of objects conforming to different descriptive systems) contributed by the participating museums.

SANDALYA - will trial the results of previous research dealing with the digitisation of manuscripts. The developed technology will permit to explore, search and compare, through the Web, digitised ecclesiastical manuscript of Sardinia containing information about births, marriages, etc.. and holding great potential, for example, in the possibility to compare the various languages used and their evolution over the last centuries.

SEAX-DAMAS: will trial a software solution encompassing a wide range of aspects of archive management fully relying on international standards. A public access module will also be trialed on the Internet.

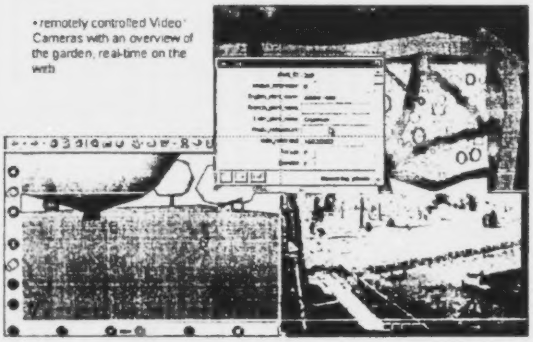
TPHS - is trialling an innovative approach to promoting information on architecture and heritage in that the project focuses on information about buildings and related objects which children consider to be of particular interest. It directly deals with culture as seen and appreciated by children, in an engaging and playful way. Very strong attention is paid to the suitability of the Web user interface for children and experiential context. Value is added to key artifacts by providing means for young people to contribute their ideas, experience and connections.

TREBIS - is trialling a natural history museum approach to the use of multimedia techniques in order to enhance awareness of biodiversity, endangered species and ecology. The user community – school children – will be given access to a database and to digital maps. Quiz and computer simulations provide an introduction into biological diversity and its dynamics.



UHI-NMS - the Scottish consortium will trial an approach designed to add value to National Museums of Scotland's digital content for the National Grid for Learning. Special attention will be given to appropriate pedagogical approaches. The project plans to design content to have application in formal and informal learning environments, addressing a wide range of end-user groups as well as intermediary users (teaching/advisory staff).

VALHALLA - is going to provide a resource displaying real-time video & explanation of historic gardens and parks. It will provide, through a Web interface, the possibility to explore, directly controlling the camera(s), gardens and parks from viewpoints not usually achievable at ground level. This has immediate educational application in the trial experiment putting on the website comparative views of two historical gardens, permitting visits by young or disabled virtual visitors, and enabling skills and understanding to be shared between experts at remote garden locations.


• remotely controlled Video Cameras with an overview of the garden, real-time on the web

VIRMUS - this project from Latvia proposes to experiment with the use of market-ready 3DML tools in order to enable first-time users to create 3D pages with a virtual representation of parts of the Latvian Ethnographic Open Air Museum. The project will also provide Internet users with means (3DML blocks, textures, etc.) to create their own 3D environments displaying architectural objects. The objective is to provide a way for ordinary museum web masters and Internet users with limited IT knowledge to create interactive virtual environments in three dimensions.

VIRTUAL - is going to develop a prototype for Web based access to archive and library collections of historic buildings, based on the 3D model as a metaphor of a Cathedral building with an underlying multimedia database. At the same time, the project will work on identifying, evaluating and communicating the cultural significance of the collections through a Web interface.

VRCHIP - will develop technologies to allow a town library to gather and store information in a multimedia format, and provide enhanced retrieval services. Users will be able to navigate the virtual towns and, thanks to the use of realistic sounds and animation of vehicles, machinery and life, they will get immersed in a virtual environment which will enhance their learning experience.

Conclusion

As the above analysis has shown, many of the trail projects are directly focused on exploiting technologies and content for educational purposes. Most of the others, are of indirect educational and learning value for different audiences, as the same models and technologies can be refocused to enhance educational processes.

It can therefore be concluded with some confidence that the continued monitoring of the results these very practical TRIAL projects will produce over their life-time can be a stimulation to those seeking fresh ideas on ways to expand the educational possibilities of cultural institutions.

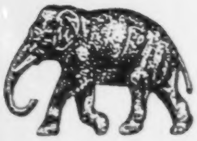
68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**070-124-E**
Division Number:	**I**
Professional Group:	**National Libraries**
Joint Meeting with:	**-**
Meeting Number:	**124**
Simultaneous Interpretation:	**-**

Depository, copyright and the notion of a "document"

Jon Bing
Professor, dr juris
OSLO, Norway
E-mail: jon.bing@bing.no or jon.bing@jus.uio.no

***Abstract*:**
The paper addresses the relation between the duty to deposit copies of a document and the copyright legislation, and make an attempt of discussing the challenges in transposing this obligation to the environment of electronic publishing, typically by making web sites available to the public. As law is fused to the territorial authority of the nation, it is difficult to escape the national reference, and therefore the Norwegian system will be highlighted as an example of a legislation imposing the duty of depositing documents neutral to the storage medium.



1 Introduction

Depositing documents is traditionally imposed on certain parties – printers or publishers – for making one or a small number of copies available for archival purposes to an institution, a depository library. The object is to preserve the history embedded in the documents for the future; the depository represents the "memory of a nation". In this archive, scholars will be able to consult the original documents long after they have become unavailable in the market. As contemporary reviewers may not be able to decide which documents will become important in the hindsight from the future, it is deemed important that the documents to be deposited are *not* qualified by criteria based on assessments like "important" or "valuable". One therefore tries to base the legal rules governing depository on more objective criteria.

One such objective criterion is the notion of "publishing". In copyright terms this denotes that a document is made available to the public through the distribution of copies. This is what takes place when a book is published, a leaflet is handed out, a public notice is distributed among the citizens, or posters are stuck to walls. It is obvious that in the view of contemporary society, some of these documents may be deemed of less interest to the future, as it is marginal to the social policies at the time. Therefore, the criterion may be qualified by different subsidiary criteria, like the number of pages.

When printed material was only produced by professional printing shops, the subject to the obligation to deposit the copies produced had a limited number of addressees. As printing methods were supplemented by more causal means of reproduction, the possibilities in practise to secure copies of all the matter distributed among the public become correspondingly limited: School newspapers, bills, programs for cultural or sportive events were reprographed by persons having no knowledge of the duty to deposit copies, and the material was often lost to posterity. And many would say that this did not represent a real problem, the material missed was marginal, the possible value not matching the resources necessary to maintain a complete archive.

The notion of a national depository is clearly linked with the notion of maintaining a national bibliography. In this paper, the legal issues related to such a bibliography will not be discussed.

Development has left the printing of copies as only one of several means of making material available to the public. In principle, texts were made available to the public by reading or dramatic performances before the printing press was developed. A play performed on stage require only a very limited number of copies to be produced – sufficient for distribution among the members of the company, the director and others necessary to realise the play. But the play may be important for the "memory of the nation".

This has been aggravated by modern technology. Radio and television broadcasts have traditionally been offered to the public – at least in Europe – by one or a small number of producers within the country. Movies have required budgets which secured that the producers also rather easily could be identified within the country. Music was made available on records, and the recording industry worked more or less along the same principles as the book publishers: Making the material available through the distribution of copies.

In spite of these developments, the rules on depository have remained related to the traditional printed copies within many jurisdictions. There were sufficient challenges in securing a high coverage in this respect, and the depository of material made available to the public by other media, were not addressed.

Information technology has added another layer of challenging problems to the ones sketched above. It started with what was known as "data base publishing", but after the World-Wide Web has become a mass medium, anyone may make his or her material available to the public through web sites. And the sites include not only texts, but still and moving pictures as well as sound in the form of speech or music.

The policy challenges of this situation is staggering for an depository institution having as its objective to secure for the future the whole wealth and complexity of the material made available to the public. This paper will not address this challenge, but rather look at two aspects through the focus offered by the blinkers of law: The notion of a "document", and the relation to the copyright legislation.

2 The notion of a document

"Document" is a term derived from Latin *documentum,* related to the verb *docere,* "to learn". The original meaning is "evidence", but during the Middle Ages it started to be used for *instrumentum,* a written declaration. Today, it will be used as a synonym to any written record of some kind, though probably still carrying a notion of some solemnity; a post card or a post-it note would probably not be qualified as a "document" in everyday language.

The term has migrated into the language used for information technology, a file in a word processing system or the unit for retrieval in an information retrieval system is both commonly known as "documents".

For a modern legislation on depository, an obvious objective is to formulate the rules in such a way that they are neutral with respect to the media on which the data is stored. On the other hand, the legislation has to qualify what has to be deposited – one must be able to identify the material subject to such a duty. A possible strategy would be to develop the notion of a "document" in such a way that it is independent of the storage medium. This is a strategy not only used for the law on depository, but also for the law on the freedom of information, the law giving parties access to the material on which a decision is made by public authorities, to the law of archiving for public bodies, *etc.*

As an example for such an attempt, the notion of a "document" in the Norwegian law on legal depository will be discussed. This is a notion made up of several related concepts. It is based on the notion of a "medium", and several types of media may be involved: Paper, machine readable media, photographic film, sound recordings *etc.* Fused with certain "information", the combination becomes a document. Consequently, the text on a printed page is a "document", if the same text is converted into machine readable form stored on a magnetic disc, this become a new "document". Any document may be subject to "reproduction", and therefore may be present in several "copies".

This makes "document" a rather sophisticated concept. It makes it possible to require deposit of a "document" even when the same "information" is lifted from one medium onto another. But there are basic difficulties with this concept. For instance, what are different media: Is a microfilm a different medium from a microfiche? Is a text stored in one machine readable format different from the same text stored in another format? The legislation has to revert to regulations (secondary legal instruments) to resolve these complexities, and in the process, the elegance of the original concept is lost. Also, convergence makes it difficult to distinguish between, for instance, the medium of a "sound recording" or a "video tape" on one side and a "machine readable medium" on the other side, as the latter may be a "multi-media" document.

Without dwelling on the details of the Norwegian legislation, the paper will endeavor to use this example for demonstrating the difficulties of this strategy, and sketch at least one alternative strategy for qualifying the "documents" subject to deposit.

3 Copyright

In the traditional environment, the publishing of material presumed the reproduction of an edition, a rather large number of identical copies. The duty to deposit copies of the document required a few of these copies to be deposited. These were skimmed off the top of the edition, so to say – a printer ordered to reproduce a edition of a specified number, would in fact reproduce a slightly larger number in order to compensate for flawed copies. The traditional publishing contract between an author and a publishing house would specify the number of copies in an edition (as the remuneration of the author typically was related to the volume), but include a certain leeway of additional copies to be produced, which should be used to replace damaged copies, also for publicity, and including the few copies necessary for the statutory deposit.

In several situations, however, the presumption of a large edition did not hold. And the legislation requiring copies to be deposited does not necessarily rely on the criterion of a certain number of copies to be produced, to trigger the duty to deposit the material.

This will obviously be relative to the legislation in question, and what criterion this legislation has made critical for the duty to arise.

If the criterion is "publication", this generally implies that the material is made available to the public through the reproduction of copies, and – in traditional circumstances – the presumption of skimming off a few copies from the top of the edition will hold. With respect to computerised material typically made available through the Web, and which is qualified as "publishing", this presumption does not, however, hold – the "publisher" only makes one copy (not going into the issue of the caching taking place by servers throughout the Net for optimising traffic) – the copies distributed among the public are made by the users themselves in accessing the offered material. If the material is to be deposited, the "publisher" therefore has to reproduce the necessary number of copies for this purpose.

This situation will be even more critical if the criterion is "making the material available to the public". This may be realised without reproduction of an edition of copies, the traditional example being the performance of a work from a stage, but including radio and television broadcasts.

In such a situation, the legislation on depository actually imposes a statutory compulsory license of reproduction in copyright terms. And compulsory licenses are not favoured in international copyright instruments. One should make sure that there is sufficient co-ordination between copyright law and the law on compulsory deposit for the necessary production of copies to be authorised. One also has the issue of cost: In the traditional situation in skimming copies from the top a large edition, the costs could be ignored as marginal. But if the legislation on deposit requires the publisher (or another subject) to produce copies especially for the deposit, the cost may not be substantial: One may only take a large data base as an example.

In the digital environment, one also will have to address the problem that the "documents" are less stable, a data base, for instance of legislation, will be updated regularly, typically once a week. And as old legislation is replaced by amending regulations, the data bases are not only "add-to-the-end-of-the-file" amendments. This is even more true for operational data bases of air lines *etc,* not to mention the ever-changing web sites. If the duty to deposit is applied to such "documents", one hardly can require a new deposit to be made each time the data base or web site is updated – one has to base the duty on time slices, and devise a principle to decide when a new time slice of the data base or web site is to be deposited. Brief mention of the solution in the Norwegian legislation will be made to illustrate the point.

Finally, the principle of exhaustion of copyright will be mentioned. The exclusive right to control distribution of a copy will in Europe be exhausted when this copy is *sold* within the community – the purchaser may then re-sell the copy, or offer the copy for lending to the public. In this way, the books purchased by a library may freely be offered for lending. But not so with respect to the copies deposited on the basis of a legal duty: These copies are *not* sold, and therefore copyright is *not* exhausted in these copies in the same way. This strongly limits the use that can be made of the copies making up the "national memory", and a brief discussion of this issue concludes the paper.

Biographical note: Jon Bing (1944), professor dr juris Norwegian Research Center for Computers and Law, a department of the Faculty of Law, University of Oslo. Dr juris hon (Copenhagen and Stockholm), visiting professor King's College, University of London (1998-2000), former chair of the Norwegian Council of Cultural Affairs, current chair of the national organizing committee for IFLA 2005, Oslo. Also writer of novels, short-stories, plays for stage, radio and television, the opera *Circus Terra* of which he has written the libretto, opened in Prague May 2002.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 072-124-E
Division Number: I
Professional Group: *National Libraries*
Joint Meeting with: -
Meeting Number: 124
Simultaneous Interpretation: -

Implementing legal deposit of electronic publications in Africa: progress report from South Africa and Namibia

P.Z. Letshela *&* **P.J. Lor**
National Library of South Africa
Pretoria, South Africa

Abstract:

This paper gives a progress report from Africa, specifically concentrating on two countries whose legal deposit laws have already been updated to cover electronic publications, namely South Africa and Namibia. Since the necessary legal framework is in place, the paper concentrates on what has been achieved so far, problems and challenges encountered in implementing the law, plans designed to overcome these obstacles, action taken and possible assistance from colleagues who have successfully implemented such legislation.

1. INTRODUCTION

The emergence of the Internet and consequently the tremendous growth in publishing electronically worldwide since the late nineties constitutes a challenge to national libraries as far as their mandate of being national depositories for all published sources is concerned. Prior this development their mandate was straightforward, namely the collection of all printed works published in their countries. Electronic publishing changed all this and as a result, in 1996 a working group of the Conference of Directors for National libraries (CDNL) prepared a document entitled "The legal Deposit of Electronic Publications" which provided guidelines for handling of the challenges of electronic publishing. It addressed issues such as defining electronic publications, framing legal deposit laws to cover this medium and handling deposited material. Notwithstanding the tremendous work done by this group, many countries especially in Africa are still grappling with the challenges of first updating their legal deposit acts to cover this media and secondly to implement the provisions of the acts.

2.Electronic publishing

According to Zell, reliable statistical information about Africa's book publishing output is difficult to obtain (Zell 2002:141). The situation is even more difficult to determine with regard to electronic publishing. In an e-mail communication concerning the amount of electronic publishing in Africa, Zell maintained that with the possible exception of South Africa, the volume of electronic publishing in Africa was not significant and was difficult to monitor. Part of the problem concerning statistics for electronic publishing was the fact that what is understood to constitute electronic publishing varies considerably. It is not the intention of this paper to enter into an elaborate discussion on the definition of electronic publishing. For purposes of this work, the definition provided by the CDNL is sufficient. Although there is no agreement on what constitutes an electronic publication, it is important to acknowledge that indeed there is a growing trend with regard to electronic publishing in Africa. Hence African countries need more comprehensive legal deposit acts which will cover current and future developments in publishing.

3. South African and Namibian Legal Deposit Acts

In Namibia, the legal deposit legislation is part of the Namibian Library and Information Services act which was passed in 1996. This was necessary because after independence no authority was made responsible for library services. Because there was no existing legal deposit legislation, Namibia had an opportunity to enact a modern legal deposit act as recommended by UNESCO. In a nutshell, the legal deposit provisions of the Namibian act have been written to cover all existing and to be created media. The legislation borrowed heavily from the Norwegian act, which is considered to be one of the most modern and comprehensive from the developed world.

In South African legal deposit legislation has been in existence in one form or another since 1842 (Lor & Geustyn 2001). In 1997 the legislation was thoroughly revised, building on the new Namibian Legislation, and the Legal Deposit Act (no. 54 of 1997) was passed. One of its aims was to extend the legal deposit to audiovisual, broadcast and electronic media. This was achieved by avoiding the definition or enumeration of various media in the act. Instead, generic terms such as "document" and "medium" were used and provision was made for issuing regulations to deal with the details relating to specific media. Regulations can be amended relatively easily to accommodate new media. They can also be used to phase in the implementation of the act over a period of time.

4. What has been achieved and what are the challenges

The enacting of an act does not necessarily imply partial or complete implementation, as evidenced by both the South African and Namibian experiences. In South Africa a number of reasons can be advanced for the partial implementation of the act. While the act was being updated it became quite obvious that the National Library of South Africa (NLSA) would not be in a position to implement all the stipulations of the act at once. As a result, a conscious decision was taken to phase in the implementation. Initially regulations were promulgated for printed materials, certain audiovisual material and static electronic documents such as CD-ROMs. These are handled in a similar manner as books, i.e. in instances where we are aware of a publisher working in this market they would receive a letter of reminder from us. Other publishers who are aware of the new act voluntarily send in copies. Currently we receive about 22 electronic journals on CD-ROM. As far as books are concerned, in 2001 we received 14 titles on CD-

ROM. These are all accessible on a standalone computer. Although the figures provided seem insignificant, they do indicate willingness and an attempt towards collecting in other media. In line with phased in approach in implementing the law, regulations are still to be promulgated for broadcast media and dynamic electronic documents (such as online electronic documents and web sites).

In Namibia lack of resources has delayed preparation for the implementation of legal deposit of electronic publications. The phased approach is necessitated by factors which face both South Africa and Namibia. These include, but are not limited to, lack of technological, financial and staffing capacity. Both the South African and Namibian National Libraries do not presently have the technological capacity to fully implement their new legal deposit acts. Acquisition of the technology needed to capture, store and make accessible online electronic documents would make serious inroads upon the budgets of the two libraries. More significant is lack of human resources, not only to do the necessary research and development work, but also to operate systems once they have been installed. Lack of properly trained staff to work in the new environment is not unique to developing countries. Some of the developed countries also lack personnel with the necessary skills. This is new technology and standards are still being developed. Developments happen fast and as a result, staff do not have the time to learn the necessary skills. The South African and Namibian national libraries face similar challenges.

Besides lack of capacity there are also issues around consultation with the relevant industry before implementation can take place. Consultation is necessary for instance to look at copyright/licensing issues. These consultations should clarify how access is to be provided and under what conditions, who will be responsible for long-term preservation, etc. Such consultation takes time and can be complicated.

5. What are we doing?

The previous paragraphs seem to present an all doom and gloom picture of progress in implementing the new legislation. This is far from the truth. Although we recognize these challenges, various innovative ideas are being tried to ensure that indeed both institutions collect in all formats. First, both institutions are lobbying intensively for more funds to be allocated by government. The lobbying process is supported by well thought out strategic and business plans. The underlying theme in this lobbying exercise is that, unless resources are made available, each institution will present to its nation a skewed picture of itself.. If electronic documents are omitted, a true picture of the publishing heritage cannot be captured. Second, the national libraries are seeking partnerships with countries from the developed world, for example in areas such as training of staff and making available some of the infrastructure (hardware and software). The NLSA has been in discussions with the Dutch, Swedish and Norwegian National Libraries to explore partnership possibilities. The third approach is that of fundraising. The NLSA recently received a planning grant from the Andrew W. Mellon Foundation for an investigation into the IT infrastructure required for the efficient operation of South Africa's legal deposit libraries. One of the aspects to be investigated is the technology required for the legal deposit of electronic media. This is just one example of fundraising initiatives the NLSA is engaged in; more will be undertaken as and when its newly-established development and marketing department is fully functional.

6. Conclusion

The enacting of a modern legal deposit act is in itself not enough to ensure that national libraries fulfill their mandate to collect in all formats. Various challenges have to be overcome before implementation can be achieved. But these challenges should not stop the process of updating or writing in new laws in countries in which they do not exist already, and they should not be allowed to prevent their full implementation once enacted. Notwithstanding the fact that electronic publishing in Africa is still in its infancy, the need for African countries to have laws that cover this medium is without question. It would be a tragedy if these countries were not to collect and preserve their full heritage because of lack of resources.

7. References

Conference of Directors of National Libraries. 1996. The legal deposit of electronic publications: report of a CDNL working group. Paris: UNESCO

Lor, P.J & Geustyn, M. 2001.The South African imprint: bibliographic control and access. Unpublished paper delivered at the International Conference on Colonial and Post-Colonial Cultures of the Book, Grahamstown, 6-8 August 2001.

Zell, H.M. 2002. *The African publishing companion: a resource guide*. Glais Bheinn: Hans Zell Publishing Consultants.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 139-124-E
Division Number: I
Professional Group: National Libraries
Joint Meeting with: -
Meeting Number: 124
Simultaneous Interpretation: -

Legal deposit and copyright: some issues of concern

Marianne Scott
Ottawa, Canada

The value, and in fact the necessity of having the published heritage of a country collected, preserved and made accessible to its citizens and those of the world is not something that needs to be promoted at a gathering such as this. We all take that as a given.

However, in this ever shrinking and technologically complex world, the ability of national agencies such as national libraries to be successful in this critical part of their mission is becoming increasingly difficult. This session is discussing many aspects of that challenge.

My presentation will highlight some issues of concern for national libraries about the way national copyright legislation and, increasingly, international agreements may effect how successful they are in carrying out their mission.

Copyright and exceptions to copyright

Copyright is essential for the protection of the moral rights of an author as well as for controlling the commercial exploitation of a work. At the same time there needs to be a way in which a work can be accessed in a non-exploitive manner in support of research, independent study, critical comment and, of course, casual interest. It is to facilitate these non-commercial uses that librarians have championed exceptions to the basic rules of copyright in order to ensure that information will be accessible to all that need it now and in the future

In today's world balancing the rights of copyright owners with the needs of libraries and their users is becoming increasingly complex. We are no longer dealing with one physical copy of a publication, the use or abuse of which can be controlled relatively easily. We are dealing with electronic versions of information, which from the copyright owner's perspective have the potential for great abuse. For this reason, there is a tendency in current national debates on the revision of copyright legislation in the digital environment for the proposed rules of use to become more restrictive. As an example, it has been suggested that the present generally accepted fair practice type of exceptions should be eliminated.

Preservation and access

National depository agencies have two fundamental reasons for requiring exceptions within copyright legislation: the necessity to preserve and the need to provide access. This requirement is in no way frivolous, not when the activities related to preservation and access are understood. Acquiring, preserving and providing access to all formats of the published heritage of a country is, as has been stated before, fundamental to the mission of a national depository such as a national library.

To illustrate why national libraries need exceptions to copyright, it may be helpful to review some typical activities that occur within depository libraries in the context of preservation and access. The examples should help to clarify what kinds of exceptions are needed to enable the library to carry out its role and indicate what kind of limitations or conditions might be attached to such exceptions. The examples will also serve to highlight the differences that are beginning to appear between the copyright protection of conventional formats and those involving digital materials.

Preservation exceptions

Let us look first at the case where the library needs to make a copy of a printed document as a replacement for an original copy in the deposit collection that is damaged, deteriorating, or lost, or as a service copy to be used in place of an original that is too fragile for use

Assuming the work is not in the public domain but still protected by copyright, making that copy without the permission of the copyright owner, or without an exception in the national copyright law, would constitute an infringement of the reproduction right.

In a number of jurisdictions, however, there is a "preservation" exception that allows a library to make a copy of the work for purposes of replacing an original copy that is damaged or deteriorating or to make a copy of the work for use as a service copy to be used in place of an original copy that is too fragile for use. The exception may also allow a library to make a copy of the work from a copy in another library's collection for purposes of replacing an original copy that has been lost.

There may, however, be limitations or conditions attached to the exception. Copying may not be permitted if a suitable replacement copy is available commercially. As well, the copy may have to be recorded and/or reported to the copyright owner or collective.

Compare that now with a similar case involving an electronic document. Suppose the library needs to make a copy of an electronic document as a replacement for an original copy in the deposit collection that is in an obsolete format or requires the use of hardware or software that is not available. Again, without permission of the copyright owner or an exception, making the copy would constitute an infringement of the reproduction right.
In addition, under newly enacted provisions in a number of jurisdictions the library may also be liable to sanctions against circumvention of technological protection measures.

In some jurisdictions, exceptions have been put in place to allow a library to make a copy of the work for purposes of replacing an original copy in the library's collection that is in an obsolete format or requires the use of hardware or software that is not available. In some circumstances as well there are exceptions allowing a library to circumvent any technological protection measures applied by the copyright owner to the original that would prevent the making of the copy.
Again there are usually certain limitations or conditions that may apply: copying may not be permitted if a suitable replacement copy is available commercially; the copy may have to be recorded and/or reported to the copyright owner or collective; and circumvention of technological protection measures may be permitted only to the extent that is required to make the replacement copy.

Access exceptions
Assume that the library needs to make a copy of an excerpt from a work in response to a reference or research request from a library patron. Without the permission of the copyright owner or an exception, making such a copy would constitute an infringement of the reproduction right.

Again, in some jurisdictions there are exceptions that allow a library to make a copy of an excerpt from a work on behalf of a patron who intends to use the excerpt for purposes of research or private study. In principle, there should be no limitations or conditions attached to this type of use other than those that are attached either explicitly or implicitly to fair practice, etc.

However, when we come to make a copy of an article from an electronic journal for a patron of another library requesting the article through interlibrary loan, and delivering the copy electronically, there are several rights attached.

Added to the reproduction right, the right to communicate has been added, as has a sanction against circumvention of technological measures.
It is necessary to acquire authorization to make a copy of a complete article from a periodical for a person requesting a copy for use in research or private study.
Authorization is required to transmit a copy of the article via a telecommunications network. In some cases, it is also necessary to have authorization to circumvent any technological protection measures applied by the copyright owner to the original that would prevent the making of the copy or its transmission

If the copying of an article from an electronic journal were permitted by an exception, there would likely be a number of limitations or conditions attached. In some cases, the exception may not apply to recently published articles (e.g., within the previous twelve months). The copy may have to be recorded and/or reported to the copyright owner or collective. The circumvention of technological protection measures may be permitted only to the extent that is required to make the copy and transmit it to the requesting library. The person making the request may be permitted to receive a printed copy only, or any digital copy provided to the person may have to have copy guard or timed expiry mechanisms attached to it. Finally, the library making the copy and the library receiving the copy may be required to destroy any intermediate copies made in the process of copying and transmitting the article.

The last example of an activity is one long associated with libraries, that of allowing a user to borrow or have access to a complete item, such as a book, either on the premises or away from the library. Sadly the flexibility once associated with the lending right seems to be disappearing with digital materials.

Current status of exceptions

Recent amendments to copyright legislation in a number of jurisdictions allow national depositories to engage in preservation copying of conventional publications with a minimum of administrative regulations. The same is true with respect to exceptions for copying articles from printed publications for interlibrary loan. An example of this is a recent amendment to the Canadian Copyright Act permitting copying of periodical articles for research or private study. In that particular case, the exception allows copying from scholarly, scientific or technical periodicals but puts a one-year waiting period to copy material from newspapers or other types of general periodicals. The exception does not allow copying from works of fiction, poetry, drama or music.

The real challenge, which is looming for all libraries, and national depositories in particular, is ensuring that the necessary exceptions are included in legislation which will permit preservation and access to digital online materials. With respect to preservation, there may be some light on the horizon. A number of publishers realizing the difficulties they are facing in long term preservation of this volatile format, appear to be ready to hand over this responsibility to the national depository. Just recently the IFLA/IPA Steering Group issued a joint statement on the importance of digital archiving and the key role that national libraries play in this area.

It is reassuring to hear of discussions and activities that are taking place in different countries (particularly within the European Union) to ensure that digital publications will be preserved. In the long run, I believe that it is in everyone's best interest for there to be statutory authority either in the legal deposit or the copyright legislation that will permit a national depository to make preservation copies of their collections and to reformat and refresh as necessary to ensure the long term viability of electronic information.

However, it may well be easier to solve the preservation dilemma than that of equitable access. In the past, we have had one physical item and one reader, quite within copyright provisions.

Now we have an electronic version of that item, deposited in an institution where it is possible for several readers to have access at the same time. There is also the possibility that a remote reader could not only abuse the economic rights but also the moral rights of the author. It is no surprise then that the owners of copyrights are promoting more restrictive copyright provisions (in fact, as mentioned earlier, requesting that the fair practice type of exceptions be severely curtailed for online digital materials). The growing call for sanctions against circumvention gives copyright owners an added measure of control, with the resulting possibility of using technological protection measures to override existing legal exceptions. This is of grave concern, for such restrictive copyright legislation will seriously limit the ability of national depositories to ensure universal and equitable access to the national heritage collection.

International initiatives

In times long past, it was enough to be concerned about your national copyright legislation. Today we need to include an understanding of international activities in our debates.

With the growing exchange of information internationally, it is becoming increasingly important for libraries to be aware of the possible impact of international treaties, and regional agreements on both their own national legislation and accepted practice. The World Intellectual Property Organization (WIPO), founded over a hundred years ago, was established to promote basic or minimal copyright protection for authors as their work began to be distributed more widely outside their own countries. WIPO, of course, deals with all aspects of intellectual property but our main interest is in their attention to copyright issues. Over the past 100 years, the organization has grown from its original nine members to over 178. It has also become increasingly active in promoting copyright.

In 1996, they addressed the digital environment, with the WIPO Copyright Treaty. In some ways, this initiative nearly caught the library community by surprise, but in the long run, a forceful coalition of library interests managed to effect a number of important changes in the original proposal. The intention of this Treaty is to establish a minimum set of international standards for the protection of digital materials. It is not mandatory for all member states of WIPO to adhere to the 1996 Copyright Treaty. However, when member states do sign the Treaty the copyright laws of that country must be in conformity with the WIPO Treaty.

There are also regional agreements, which have the potential to affect not only the members of that region but indirectly neighbouring countries. Examples of this are the European Council Directive on the Harmonization of Certain Aspects of Copyright and Related Rights and the European Union Database Protection Directive.

As the world shrinks and embraces globalization and increasing international trade it has now become necessary for libraries to be aware of the possible impacts on their services of some international trade decisions. While many of us may have thought of the General Agreements on Trade and Tariffs and the resulting World Trade Organization (WTO) as activities dealing with commodities, this is changing. In the introduction to the WTO and intellectual property on the WTO web page, the statement is made that "ideas and knowledge are an increasingly important part of trade." The WTO, with a membership of over 140 countries, oversees a variety of treaties governing trade. What makes the WTO unique is that it has a binding dispute resolution mechanism with very strong enforcement procedures. There are two WTO treaties that could affect library services. The first is the General Agreement on Trade and Services (GATS), 1994. The second is the Agreement on Trade Related Aspects of Intellectual Property Rights (TRIPS), 1995. The stated goal of TRIPS is to "narrow the gaps in the way these rights are protected around the world, and to bring them under common international rules".

It is of great importance that all those concerned about equality of access to information world wide be aware of these new agreements and be prepared, on behalf of users, to lobby those responsible for making national commitments in the areas of trade and services.

IFLA, through its Committee on Copyright and Other Legal Matters, is attempting to bring the library point of view to the attention of the governing authorities of both WIPO and WTO. The Committee has also made presentations at WIPO and WTO meetings. More recently, a short document called Tips for TRIPS has been prepared for the use of the library and information community and it will be available on IFLAnet shortly. It is intended that this document be a guide to what TRIPS means and what to look out for.

Another recent very interesting activity, which is being undertaken by UNESCO, is a multi-year study on limitations and exceptions to copyright and neighbouring rights in the digital environment. This is a very important initiative and one, which provides an opportunity for the library community to make the case, on behalf of users worldwide, for preservation and access. I am pleased to report that IFLA has been invited to participate and CLM is presently in the process of preparing a requested 20-page contribution.

To achieve the necessary balance between the needs of users for reasonable access and the rights of copyright owners the national depositories need to be active on several fronts. The required flexibility for a national library can be achieved in different ways. First, through legislative action, either in the national deposit legislation or in the copyright legislation, to ensure that the necessary exceptions are available for both preservation and access. Second, by being proactive in supporting research into technologies that prevent both the altering of materials remotely and unauthorized use. Third, to use a phrase from current management jargon, by looking outside the box. By that, I am suggesting that ways and means outside of legislation be considered to ensure access. One such means might be for the national library to have a form of no fee license with the creators of electronic publications which will state quite clearly the obligations and responsibilities of the depository to protect the economic and moral rights of creators, while at the same time permitting these institutions to fully carry out their mission to collect, preserve and make accessible the published heritage of their country.

In conclusion, the concept of a national library as an institution, which promotes the published heritage of a country and facilitates access to that heritage, should not be perceived as being in conflict with copyright owners. In the end, what is required is understanding and trust between all parties in the information chain.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 071-124-E
Division Number: I
Professional Group: National Libraries
Joint Meeting with: -
Meeting Number: 124
Simultaneous Interpretation: -

Legal deposit, electronic publications and digital archiving - the National Library of Australia's experience

Pam Gatenby
National Library of Australia
Canberra, Australia
E-mail: pgatenby@nla.gov.au

Abstract:

The National Library of Australia has been collecting, managing and providing networked public access to significant Australian online publications since 1996. Legal deposit law does not yet cover publications in electronic form at the Commonwealth level in Australia but action is now underway to amend the legislation. The paper discusses how the experience gained from the Library's digital archiving activity is shaping proposed changes to legal deposit legislation and also explains the constraints imposed by copyright law. Issues of concern to the National Library, publishers and government bureaucrats are highlighted and ways in which these are being addressed are outlined.

The National library of Australia has been collecting significant Australian online publications since 1996 without the support of legal deposit legislation but with the permission of the publishers concerned. It has been collecting physical format electronic publications for many years under the same circumstances. Legal deposit legislation at the Commonwealth level in Australia does not yet extend to publications in electronic form or to audiovisual materials but a process is now underway to attempt to rectify this situation. The practical experience that the National Library has gained with collecting, managing and making accessible both physical format and online publications in electronic form will strongly influence the shape of revised legislation when it eventuates.

Legal deposit

In Australia, the legal deposit provisions that apply to the National Library are included in section 201 the Commonwealth *Copyright Act 1968*. The provisions state that publishers must deposit one copy of any "library material" published in Australia with the National Library. The definition of "library material" in the Act effectively limits the deposit requirement to items in a printed form. (It is defined as "a book, periodical, newspaper, pamphlet, sheet of letter press, sheet of music, map, plan, chart or table ...") So, the provisions are in need of updating to accommodate not only publications in electronic form but also audiovisual materials.

In 1996 the Commonwealth government in Australia constituted a committee to advise on simplification of the *Copyright Act 1968*. This review extended to a number of related issues one of which was the extension of the application of existing legal deposit provisions to electronically networked information. The Library prepared a joint submission with ScreenSound Australia - the National Film and Sound Archive -that argued strongly for the extension of legal deposit to audiovisual and electronic publications. It also recommended that ScreenSound be given national repository status under legal deposit provisions for sound and moving picture materials.

In its 1999 report to government on the review of simplification of the Copyright Act, the committee supported the joint submission from the Library and ScreenSound, reinforcing the recommendations in the joint submission. However, it was not until late 2001 that a process was put in train by the government department (the Department of Communications, Information Technology and the Arts (DoCITA)) that the Library reports through, to address amendment of the Commonwealth legal deposit provisions.
The process involves the following key steps:

- Preparation of a joint statement of requirements by the Library and ScreenSound
- Preparation of a government position paper by DoCITA on proposed changes to legal deposit to be used for public consultation
- Preparation of an Regulatory Impact Statement that assesses the likely costs of the proposed legislative changes to the government and to the publishing sector
- Submission of a proposal for revised legislation to government
- Drafting new legislation (if the submission is approved by government)

So far, step one has been completed and step two is well advanced but it is not expected that the position paper will be released until late this year. So, there is still a long, bureaucratic road to tread but we remain optimistic of success.

One reason for our optimism is that through our experience with collecting and archiving online publications we are aware of issues that concern publishers and have put in place practices and technical infrastructure to address these. These issues will also influence the revision of legal deposit provisions.

Collecting online publications

The National Library accepts that it has a responsibility for preserving the documentary heritage of Australia in al forms, including electronic.

Consequently, in 1996 it commenced building the National Collection of Australian Online Publications (referred to as the Online Collection) when the PANDORA project was launched (http://pandora.nla.gov.au). Collecting online publications is now a routine activity for the Library and the collection includes around 2,400 titles. The titles comprise single documents, parts of web sites and whole websites. They include a range of file types and can be static or interactive. About one quarter of the titles are regathered on a regular basis. The Library developed harvesting and management software in-house to support its digital archiving work.

The National Library is developing the Online Collection in collaboration with the Australian state libraries and with ScreenSound Australia. Selection is based on detailed guidelines, which give emphasis to publications that have research value for studying the history of Australian society. From the outset, it was understood that collecting was for public access, both now and into the future. This objective has shaped the Library's approach to building the Online Collecting. For instance, all titles are catalogued onto the national bibliographic database to facilitate resource discovery, the online collection is also available to the public through the Internet via its own interface, and the vast majority of titles in the collection have no access restrictions imposed. (The Library does apply access restrictions to some titles at the request of the publisher to protect their commercial interests or for reasons to do with the sensitivity of the content. However, about 98% of titles in the Online Collection are gratis publications and their publishers are happy for us to make them available to the public through the Collection.)

Why we want legal deposit to be extended

Even though we have been able to develop a respectable research collection of online publications without the support of legal deposit, the Library considers it is essential to advocate the extension of legal deposit provisions to this form of publishing. The main reasons are that legal deposit would:

- strengthen the legitimacy of the claim that online publications are an important component of a nations' documentary heritage;
- provide a legal underpinning to our collecting role that would enable us to collect any important online publication without the permission of the publisher;
- provide a more efficient and reliable framework for the Library and publishers to work within (as for print publications); and
- overcome access constraints inherent in copyright law.

Major benefits that would result from applying legal deposit to online publications would be that more resources of national significance would be saved, known about and available for use into the future; and more cost-efficient and effective work procedures would be possible for both publishers and the Library.

Copyright

In Australia, copyright law is contained in the *Copyright Act 1968.* Following a lengthy and widely debated review process that began in 1994, the Act was amended by the *Digital Agenda Act*, which came into operation on 4 March 2001. The objects of the new Act are outlined in the Act itself and concern ensuring the efficient operation of relevant industries in the online environment and providing reasonable access and certainty for end users of copyright material online. Some of the main features of the *Digital Agenda Act* amendments are: a "broad-based technology neutral" right of communication to the public;

sanctions against the circumvention of technological protection measures; and the extension into the digital environment of special exceptions for libraries and educational institutions.[1]

The exceptions that have particular relevance to legal deposit and electronic publications are those that allow collecting institutions to do the following with works in their collection without payment or the owner's permission.

- Copy and supply a reasonable portion of a work to a user in response to a request (subject to certain requirements)
- Copy and supply a work to another library (subject to certain requirements)
- Copy and communicate for replacement purposes published material that is or has been held in their collection that has deteriorated or been damaged, lost or stolen
- Make published works obtained in an electronic form valuable on computers within the library premises.

While generally considered to be generous in terms of access to purchased online publications, these exception do not extend to the basic requirement of the National Library to be able to copy a whole online publication for inclusion in its digital archive and to provide national access to it.

Proposed changes to the legal deposit provisions

The public consultation paper that will be issued later this year will propose that the legal deposit provisions in the *Copyright Act 1968* be amended to reflect the following requirements and obligations.

- Publishers would not be required to notify the relevant deposit institution about new electronic publications or to supply them unless requested to do so by the institution. Where a deposit institution wished to take in encrypted material the publisher would be required to give the institution the means to copy and use it for legal deposit purposes.
- Copying of all electronic publications selected for a national collection would be allowed for preservation and administrative purposes.
- The deposit institutions would have the right to copy "free" online publications for legal deposit purposes and to make them available to the general public via the Internet - this would be an exception to existing copyright law.
- In order to protect the economic interests of publishers of commercial electronic titles acquired under legal deposit, access conditions would be more restrictive than they are under copyright law for commercial titles that have been purchased – ie, "fair-dealing" for research and study purposes would not apply.

Other issues that arose during preparation of the consultation paper that are not reflected above include how to translate print based concepts such as "publication" and "place of publication"; "deposit" and "edition" or "best copy" into the online environment; how to represent publisher obligations unambiguously when old definitions and processes no longer apply; the role of regulations or Codes of Practice in amplifying and clarifying legal deposit intentions; linking assignment of persistent identifiers with legal deposit; and the need to be able to explain and quantify the costs involved for all stakeholders in extending legal deposit.

---

[1] Australian Copyright Council. *Digital Agenda Amendments: a discussion paper.* Australian Copyright Council, May 2001 (B109v1) p. 2

In finding solutions to these and other complex issues associated with extending legal deposit to electronic publications, it would be beneficial for national libraries to work together in a more structured way to share experiences, ideas and models.

IFLANET

Search Contacts

International Federation of Library Associations and Institutions

Annual Conference

GLASGOW 2002

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

Visit to the Scottish Parliament, Wednesday, August 21

Please register!

If you are a parliamentary librarian and wish to participate in the visit to the Scottish Parliament, please e-mail Ms Janet Seaton: janet.seaton@scottish.parliament.uk and request a registration form!

Please note that there will be a **maximum of 120** delegate places for this day. (By bus from Glasgow to Edinburgh)

Delegate names need to be confirmed in advance, by Monday August 19 at the latest!

Latest Revision: *Jube 13, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**057-127-E**
Division Number:	**V**
Professional Group:	**Newspapers RT**
Joint Meeting with:	**-**
Meeting Number:	**127**
Simultaneous Interpretation:	**-**

Partnerships in preservation: the experience of the Newsplan 2000 Project

John E. Lauder
Project Director
The Newsplan 2000 Project
The British Library
London, UK

---

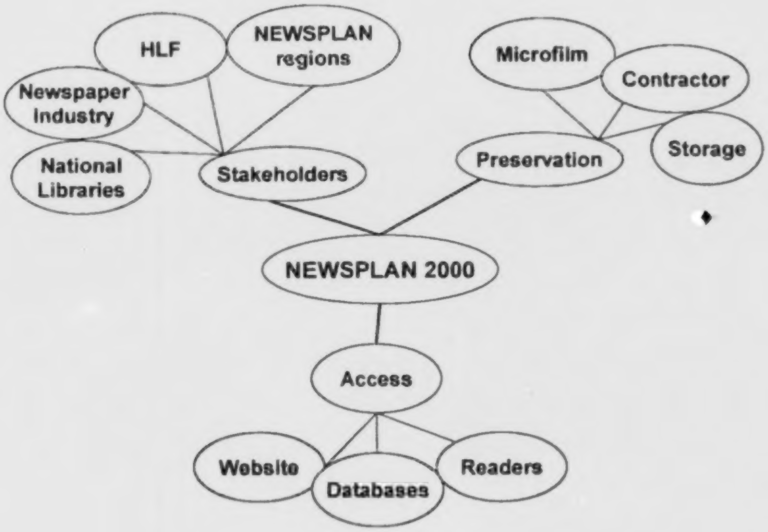
1. Introduction

The NEWSPLAN 2000 Project brings together a number of participants and combines them into a unique partnership approach towards a large-scale preservation programme in the UK.

This talk will focus on the participants in the NEWSPLAN 2000 Project and provide some background into the aims and objectives of the programme being undertaken from 2002-2004.

2. Aims and Background of the Project

- Illustrated Overview of the NEWSPLAN 2000 Project


HLF
NEWSPLAN regions
Newspaper Industry
National Libraries
Stakeholders
Microfilm
Contractor
Storage
Preservation
NEWSPLAN 2000
Access
Website
Databases
Readers

3. Core Aims

- To preserve a fragile and rapidly disappearing part of the cultural history of the nation.
- To save 1,700 local newspapers titles of the United Kingdom from destruction and open them up to new and future generations.
- To pioneer a new approach to preservation using the involvement of libraries, the newspaper industry and archival-quality preservation microfilming.
- To create a partnership approach to a complex cultural preservation programme.
- To benefit all sectors of society throughout the UK.

4. Objectives

- To preserve 1,700 local newspaper runs held in libraries and archives, universities and publishers' offices throughout the United Kingdom.
- To create archival microfilm to preservation standards.
- To deliver one free copy of each film to the appropriate local library.
- To store master negative microfilm to archival standards.
- To catalogue each title to international standards.

5. Background to the NEWSPLAN 2000 Project

5.1 In 1998 the Heritage Lottery Fund awarded funding for a feasibility study into an archival microfilming programme for historic files of regional newspapers. A full application for a £16M preservation programme to cover all titles was made March 1999. The Trustees of the HLF provided £5M for Stage 1 in April 2001, and the understanding that the Project could seek funding in due course for further stages.

5.2 The need for a programme to arrest the rapid deterioration of local newspaper files was highlighted by a series of ten regional reports produced by NEWSPLAN throughout the late 1980's and early 1990's. These reports confirmed that '*The value of the intellectual content of the newspaper increases in time, just as the physical strength of the paper decreases*'.

5.3 The internationally accepted solution is to transfer the fragile text to a robust and secure preservation medium: 35mm archival-quality microfilm. Archival microfilm is extremely robust, resistant to natural disasters and free from technology obsolescence. Its advantages are:

- **Preservation microfilm is a secure platform, and the Project should not risk a vulnerable part of the United Kingdom's cultural heritage by transferring it to any medium that is not yet proven for long-term preservation.**
- **Film is cheap to produce and much cheaper to store than digital data because digital data requires continuing funding to migrate it to new operating platforms.**
- **Archival-quality microfilm can be scanned to a digital image quickly and more cheaply than scanning from the original.**
- **Archival-quality microfilm allows the decaying newspapers to be moved to a safe and reliable medium, from which digital images can be taken.**

5.4 Local newspaper runs in the UK are decaying quickly: moving them onto a safe platform, which is heavily standardised, will save them.

6. The NEWSPLAN 2000 Project: working in partnership

The Project involves five distinct partners all working toward the same objective, i.e. the preservation of local newspaper collections. The partners are:

6.1 The Heritage Lottery Fund (HLF), which is providing £5M in funding support. The HLF distributes support to culture and heritage throughout the United Kingdom (UK) on behalf of the national lottery held weekly in the UK.

6.2 The UK regional newspaper industry, which is working with the Project to gather £1.1M in funding to match the pledge made by the HLF.

6.3 The ten NEWSPLAN regional groups, which make up the NEWSPLAN programme in the UK and have identified and are supplying the 1,700 newspaper titles to be preserved from 2002-2004 at an estimated cost to participants of £1M.

6.4 The three national libraries of the United Kingdom, the British Library, National Library of Wales and the National Library of Scotland.

6.5 The NEWSPLAN 2000 Project office, which co-ordinates the programme of preservation, issues tenders for the purchase of services and presents the Project to all the participants and the wider society.

7. The Heritage Lottery Fund (HLF)

7.1 The grant made by the HLF of £5M for Stage One of the project is the largest single grant ever issued by the HLF to support a preservation programme.

800

7.2 Throughout 2000 and 2001 the HLF and the NEWSPLAN 2000 Project worked together to agree the detailed running of the Project. This period, known as the 'Development Stage', allowed both parties to explore and settle the detailed and some times contentious areas of the working of the Project. The Development Stage culminated in the production of the Project Implementation Document (PID), which is the documented agreement between HLF and the Project on how the Project is to be run, managed, monitored and costed from 2002-2004.

7.3 The HLF monitors the progress of the project through its monitoring team, which is made up of a Case Officer, Lead Monitor and Technical Monitor. The team working with the NEWSPLAN 2000 Project is Ms Henrietta Ryott, Case Officer, Dr Mike Smethurst, Lead Monitor and Ms Nancy Elkington of RLG who acts as Technical Monitor.

7.4 The relationship between the Project and the HLF has been effective and structured in such a way that both parties clearly understand how the Project plans to run. The Project and the HLF have agreed a series of statistical reporting mechanisms that allow the monitoring team to quickly analyse the performance of the Project.

8. The UK regional newspaper industry

8.1 Under its regulations, the Heritage Lottery Fund (HLF) requires partnership funding to be provided from other sources. The Project has worked closely with the Newspaper Society to agree levels of funding support from industry and has begun receiving financial contributions from industry groups.

8.2 The regional newspaper industry throughout the UK has supported the Project from the inception of the original application to the HLF in 1998.

8.3 The Newspaper Society, the London Press Club and many leaders of the UK newspaper industry gave their active support to the Project, and through the work of Dr Dennis Griffiths, who conducted the original feasibility study for the UK-wide programme, provided written confirmation of support for the Project for inclusion in the final application.

8.4 The settling of the Project Implementation Document (PID) between the Project and the HLF in March 2001 meant that the Project could, for the first time, accurately establish the exact amount of partnership funding required for Stage One of the Project.

8.5 Through introductions from the Newspaper Society, the Project talked to a number of the leading newspaper groups in the industry and so began a series of meetings between the Project Chairman and Director and the Chief Executives of these groups. The Project offered the industry a unique opportunity of involvement in a prestigious and ambitious endeavour and a number of other benefits. In return, the Project looked to the industry to provide funding support and expressions of willingness to work with the project to widen the funding net further.

8.6 The industry expressed its support through the Newspaper Society and by agreeing a Memorandum of Understanding between the industry and the Project. This set out the broad framework of support from the industry to the Project.

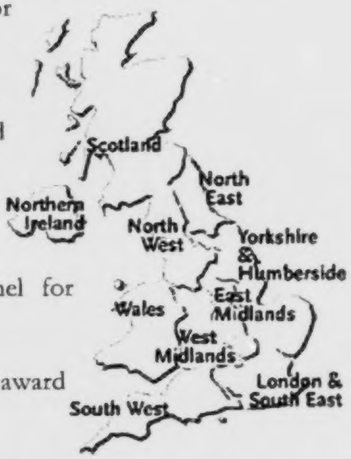
8.7 The support for the Project from industry clearly demonstrates that the industry is willing to collaborate in the 'national interest' to assist in saving a vital part of the country's history. It also, uniquely, is evidence of an industry assisting to preserve what it has produced for the last two centuries.

8.8 The support from the regional newspaper industry is vital for the success of the Project, without funds to 'match' the contributions from the HLF; the Project could not function.

8.9 The industry has proved to be helpful, co-operative and willing to support the preservation of the legacy their industry has left the nation. Their support cannot be underestimated.

9. The NEWSPLAN regional groups

9.1 The NEWSPLAN 2000 Project divides the UK into ten Regions, each with its own active regional committee. This devolved structure allows for local sensitivities and arrangements to be gathered within a centrally controlled framework, so allowing the Project to work closely and effectively with 196 library services, and other organisations such as archives and museums, publishers and universities.



9.2 During 1998 each committee selected newspaper titles from its local NEWSPLAN Report to go forward to the main list being compiled by the LINC NEWSPLAN Panel for inclusion in their submission for funds to the HLF.

9.3 This list was subsequently shortened to take account of the award of £5M made by HLF in 2001.

9.4 Each committee has responsibility for the participation of each service in its area in the Project. They also decide on the location of the microfilm readers and reader-printers that the Project will supply and they settle the destination of microfilm of newspaper titles where there is no obvious location. Ensuring that all participants in the Project fulfil their obligations is a major task for each group, the Project estimates that services throughout the UK will contribute £1M to the Project through their servicing of newspaper files ready for microfilming and their subsequent transportation to and from the microfilm contractor.

9.5 The groups meet regularly to discuss the progress of the Project and to review the Schedule for Microfilming, which the project Office uses as its timetable for the preparation of newspaper files for filming and their preservation by the microfilm contractor.

9.6 The active support of every NEWSPLAN regional group is therefore pivotal to the success of the Project. Without the participation of the regional groups, no titles would go forward for filming, microfilm without an obvious location would not be available locally and contact with the local newspaper titles reporting the progress of the Project would be much more difficult. In all cases, the regional groups represent the NEWSPLAN 2000 Project in their local areas.

10. The National Libraries of the UK

BEST COPY AVAILABLE

10.1 The three national libraries of the UK are providing generous support to the Project, through the provision of newspaper files for filming and other areas.

10.2 British Library
The NEWSPLAN 2000 Project is based in the British Library Newspaper Library (BLNL) where offices are made available by the BL. In addition, and crucially for the Project, almost three-quarters of all newspaper titles to be preserved are held in the BLNL in Colindale, North London. BLNL staff is servicing these newspaper files ready for microfilming and transporting them to and from the Contractor. Without this level of support, the Project would have a mammoth task in gathering newspaper files for filming.

10.3 National Libraries of Wales and Scotland
Both the National Library of Wales (NLW) and the National Library of Scotland (NLS) are acting as co-ordinators of the NEWSPLAN 2000 Project in their areas. Both are supplying sizeable newspaper files for preservation and are generously assisting the Project with other support.

11. The NEWSPLAN 2000 Project office

11.1 The strategy behind the Project and its day to day running is the responsibility of the Project Office.

11.2 A Project Director, John Lauder, and a Project Officer, Simon Kellas, staff the Project.

11.3 In addition, a Board of Trustees, who in 2001 appointed an Executive Committee to meet on their behalf with the HLF, governs the Project. The Executive is made up of Dr Ann Matheson, Chairman, Mr John Byford (British Library) General Secretary and Dr Rhidian Griffiths who represents the National Library of Wales.

11.4 The Project Office controls the flow of work to the microfilm contractor through the use of a Microfilm Schedule, which governs the timetables for the servicing. Advice for participating services is provided through the publication of a Project Handbook.

11.5 The office also creates the website, from which both the Schedule and the Handbook are available, and on which lists of all titles to be preserved, being preserved and available locally, will all be available. The Project's website is at www.NEWSPLAN2000.org.

11.6 The Project Office also works closely with the Microfilm Contractor, Microformat UK Ltd; to ensure that the preservation programme remains on time and observes the quality requirements set out in the Project's Tender for Microfilming. An Ombudsman, appointed by the Project, receives lists of microfilm reels from which a random selection is made for analysis.

11.7 The Office is therefore the hub of a network of participants and plays the role of a communication centre as well as project management.

12. Conclusion

12.1 The NEWSPLAN 2000 Project is therefore made up of a series of participants all of whom require different information and communication streams.

- The HLF must be sure that its grant is being used correctly and that the work of the Project is as agreed in the contract between the two.
- The newspaper industry must be confident that its financial support is also being used wisely and that they are receiving a good return for their investment.
- The regional NEWSPLAN groups must be sure that services in their area are participating to timetable and that microfilm and equipment is being received to plan.
- The Project office must be sure that all these needs are being addressed and that the quality of microfilm being received by participant sin the programme is also to the expected quality.

12.2 The challenge for the Project is to ensure that all the participants in it receive the information they need and the reassurance that the Project is moving forward and meeting its aims.

12.3 Behind this requirement is the principal aim of the Project, which is to make sure that 1,700 of the most fragile newspaper titles in the UK are preserved for current and future generations.

John E. Lauder
Project Director
April 2002
john.lauder@l.uk

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 051-127-E
Division Number: V
Professional Group: Newspapers RT
Joint Meeting with: -
Meeting Number: 127
Simultaneous Interpretation: -

Scottish Newspapers and Scottish National Identity in the Nineteenth and Twentieth Centuries

I.G.C. Hutchison
University of Stirling
Stirling, UK

Abstract:

Scotland is distinctive within the United Kingdom newspaper industry both because more people read papers and also because Scots overwhelmingly prefer to read home-produced organs. The London 'national' press titles have never managed to penetrate and dominate in Scotland to the preponderant extent that they have achieved in provincial England and Wales. This is true both of the market for daily and for Sunday papers. There is also a flourishing Scottish local weekly sector, with proportionately more titles than in England and a very healthy circulation total.

Some of the reasons for this difference may be ascribed to the higher levels of education obtaining in Scotland. But the more influential factor is that Scotland has retained distinctive institutions, despite being part of Great Britain for almost exactly three hundred years. The state church, the education system and the law have not been assimilated to any significant amount with their counterparts south of the border. In the nineteenth century in particular, religious disputes in Scotland generated a huge amount of interest. Sport in Scotlaand, too, is emphatically not the same as in England, whether in terms of organisation or in relative popularity. Additionally, the menu of major political issues in Scotland often has been and is quite divergent from England – for instance, the land question and self-government. Moreover, since the union of 1707, there has been no elected or representative forum within Scotland to debate these matters. As the government and the press in London both tended to ignore Scottish matters almost completely, the Scottish newspapers were the only available medium through which controversy and discussion on reforms and policy-formulation could be conducted. Scottish papers therefore tended to carry a great deal of material, both news and comment, which was specific to Scotland, and nowhere more so than in the sports pages

The creation of the Scottish parliament in Edinburgh in 1999 has been a boost for the Scottish press, since the deliberations of this body are not much reported in the national papers. But the Scottish parliament administers most of the internal domestic matters which affect Scotland, so there is naturally considerable interest among the citizens to be informed of proceedings there. The quality (i.e., non-tabloid) Scottish press has been diligent and thorough in meeting this obligation from the outset, so that they devote as much space to the parliament in Edinburgh as the equivalent national papers do to the parliament in Westminster.

Despite the fact that ownership of the Scottish dailies has for most of the twentieth century been in the hands of non-Scots, there ahs not been any dilution of the heavy Scottish content these papers contain. Indeed this remote proprietorship may well have been advantageous, as in the case of the rejuvenation of the Scotsman in the mid-1950s under a Canadian owner.

The Scottish press has a long history of willingness to innovate with new equipment, and this has persisted to the present, with use of e-mail and web-sites universal among the daily and Sunday papers, and spreading steadily through the local weeklies.

Newspaper readership in Scotland presents two particularly striking features.
Firstly, a larger share of the population reads papers than in the rest of Britain. A survey in1982 established that in Scotland 84.6% of adults read a morning paper, whereas in England and Wales, the figure is 75.0%.[1] The difference in terms of circulation figures is equally evident: in 2001, sales of morning papers in Scotland amounted to 451 per 1,000 people aged 16 and over, against 271 in England and Wales. For Sunday papers, the difference is even wider: in England 292 copies are sold per 1,000, in Scotland, 501.[2]

Secondly, again unlike the rest of Britain, Scots overwhelmingly prefer to read regional papers (i.e., published in Scotland) rather than the 'national' titles originating from London. The 1982 survey remarked that 30% of Scots read their four regional morning dailies, while a mere 5% in England and Wales read their twelve regional morning titles. Even more tellingly, if the readership of two other papers with a heavy Scottish content were taken into account, the six Scottish dailies were read by 79% of Scots, while the nationals were read by 27%. The same pattern prevails in the Sunday market. In 1982, the three Scottish Sunday papers were read by 82% of Scots, but the London Sundays by 37%. In England and Wales, the regional Sundays are of little significance: in 1989, the Scottish Sundays sold 1,391,000 copies, the non-metropolitan Sundays south of the border had a combined circulation of 491,000.[3] As the 1982 study observed, 'The suggested conclusion is that there is an overwhelming preference by Scots for their own Scottish media, catering for Scottish tastes and aspirations.'[4]

It may be appropriate to briefly outline the composition of the Scottish daily and Sunday press. The four main cities each produce a morning daily, all with a current circulation between 85,000 and 100,000.[5] A noteworthy aspect is that none of them can be termed 'national', inasmuch they sell particularly strongly in their immediate hinterland, but are little bought elsewhere in Scotland. Thus the *Scotsman*, which claims, as its title implies, to be a paper for the whole of Scotland, was read in 1982 by 28.7% of the population in Lothian region, of which Edinburgh is the capital. But in neighbouring Strathclyde region, where Glasgow is the centre, a mere 1.3% read the *Scotsman*. It is worth remembering that Glasgow is 60 kilometres from Edinburgh.

These city dailies are all broadsheet in format and their niches are either 'middle-market' or 'quality', to use the terms applied to the London nationals. The 'tabloid' sector is dominated by a single Scottish paper, the *Daily Record*. It is a stablemate of the London *Daily Mirror*, but there is virtually no overlap in content, as the *Record* is full of Scottish material. The diverging sales trajectory of the two papers is illuminating: between 1984 and 1994, the *Mirror's* circulation fell by 28.1%, the *Record's* by only 0.1%. Until the 1970s, the *Mirror* was the largest selling paper in Britain, but since then its circulation has plummeted, so that it has surrendered the top position to the *Sun*, and indeed has now been overtaken by the mid-market *Daily Mail*. The *Record* has withstood the challenge of the *Sun* more effectively than its London sister: in March 2002, the *Sun's* sales in England were 2.9 million, the *Mail's*, 2.2 million, and the *Mirror's*, 1.9 million; but in Scotland, the *Sun* sold 362,000 copies, the *Mail*, 123,000, and the *Record*, 573,000.[6] It is instructive that the *Sun* has only begun to make inroads in Scotland after it heavily reinforced staffing at its Scottish bureau and inserted a very strong Scottish content into its pages.[7] This necessity for a Scottish slant was identified some 70 years ago, when Lord Beaverbrook founded the *Scottish Daily Express*. Of Scottish ancestry, Beaverbrook emphasised from the outset that this would not be a carbon copy of his highly successful Fleet Street *Daily Express*, but would have a high quota of Scottish material. Until the late 1960s, the *Scottish Daily Express* was the largest selling paper in Scotland, with a huge Scottish staff – at the closure of its Scottish operation in 1974 1,942 were employed in Glasgow alone.[8]

The Sunday market in Scotland has long been dominated by two titles: the *Sunday Post* and the *Sunday Mail*, the Sunday version of the *Daily Record*. These two have a huge circulation in Scotland: the 1982 study revealed that 67.3% of Scots read the *Post*, and 53.4% the *Mail*. In England, the biggest paper, the *News of the World*, was read by 28.2% of adults, but in Scotland, by 12.8%.[9] There are two quality Sundays produced in Scotland, one linked to the *Scotsman*, the other to the *Herald*. These are relative newcomers, both begun within the past decade, so the ascendancy of home products in this segment of the market is less pronounced than in the popular press. But already they are selling about as well as the largest national quality, the *Sunday Times*.

Scotland has a long tradition of vigorous local papers. The standard catalogue of titles records some 1,100 journals existing at one point or another in the past 200 years.[10] Throughout the twentieth century, the number of Scottish local papers remained at about 15% of the English total, although Scotland's population was 10% of England's.[11] Over the last hundred years, mergers and closures have whittled the number down, so that the current *Benn's Media* directory lists just over 100 such papers surviving, with a total circulation verging on one million - a sizeable tally in country with an adult population of just four million. But the pattern is not one of unremitting contraction: in the last 30 years, nearly 40 new local papers have opened, although not all have survived. The most renowned newcomer is the *West Highland Free Press*, which started in 1972.

Part of the reason for the higher quotient of readership in Scotland may be explained in terms of supply and demand. Demand may have been influenced by the fact that in the nineteenth century educational provision in Scotland was substantially more widespread than in England. Basic literacy statistics reveal that in the middle of the nineteenth century, the figure was higher for Scottish women (77%) than for English men (70%), and this differential persisted, albeit with a diminishing gap, until the turn of the century.[12] Although universal schooling was started in the 1870s in both countries, participation in education continued at higher levels in Scotland. The proportion of children staying on at school beyond the minimum leaving age and also acquiring paper certificates has been, and still is greater in Scotland. In 2000, 58% of Scottish and 50% of English schoolchildren emerged with 5 GCSE passes at C or above, while 56.8% of Scots of working age had qualifications to at least A-level standard, against 47.6% south of the border. Additionally, attendance at university has been pronouncedly more prevalent in Scotland than in England. Again, in the mid-nineteenth century (1865), those at university in Scotland comprised 1 in 1,000 of the total population, while in England the ratio was 1 in 5,800.[13] Throughout the twentieth century, Scotland retained its superiority in this area, although, as with schooling, the gap has narrowed somewhat. To-day, 1 in 750 of the total English population is studying for an undergraduate course, in Wales, 1 in 705, and in Scotland, 1 in 650.

In the past, then, readership percolated further down the social scale than was the case in England. Alexander Russel, the great editor of the *Scotsman* in the middle of the nineteenth century, recalled that as he was travelling to Galashiels in the Borders:

He heard a voice crying, 'Russel! Russel! He looked about and saw that the shout came from a ploughman who was at work in a field past which he was driving. The man pulled up his horses, left his plough stilts, ran down to the roadside hedge and asked over it: 'how is the Irish Church Bill going?'

The person retelling this episode commented: 'I wonder where else in all the wide world would an editor of a great newspaper have been accosted in like manner, or asked such a question by a peasant.'[14] His comments have greater impact, as he was an Englishmen who had worked for papers in both countries.

On the supply side, Edinburgh was - and remains - the most important publishing centre outside London, housing firms such as Chambers, Black, Constable and Bartholomew. Glasgow also had significant publishing sector, notably the firms of Collins and Blackie. Thus, there was a large pool of skilled printworkers (probably a consequence of the educational provision discussed above) who would provide the artisan skills necessary for producing a newspaper, and printing machinery would be easy to acquire. One consequence of the large stock of educated people might have been that while the traditional occupations for university graduates were medicine, law, teaching and the church, if these palled, it was not unusual for graduates to turn, as an alternative career, to journalism - a field in which Scots have long been prominent. Thus the first professional journalist to edit the *Glasgow Herald* was appointed in 1856, almost exactly 75 years after the paper began. He was succeeded, however, by a university professor, while the *Scotsman* at more or less the same time was edited by a former clergyman, who later became a barrister and ended up as an MP.[15]

Nevertheless, the more important mainspring of the success of the press in Scotland in resisting massive encroachments from the metropolitan papers with greater success than its English and Welsh provincial equivalents probably lies elsewhere. It is the nature of Scottish civil society and the peculiar constitutional arrangements which persisted after the union of Scotland with England and Wales in 1707 which had greater influence. For the union merged only the two parliaments, and so Scotland was left with a separate and quite distinct set of national institutions – notably church, education, poor relief and law. The administration of Scottish affairs, while nominally run from Westminster and Whitehall, was from the nineteenth century effectively left in the hands of Scots in Scotland. There was, for instance, no designated minister with responsibility for Scottish affairs between the 1820s and 1885. Even after the Scottish Office was set up, it tended to be a domain left unintruded upon by UK ministers and departments.[16] There was, however, no debating forum where policy on matters affecting Scotland could be aired, and parliament in London was normally too preoccupied with Imperial and British-wide issues – and, in any event, both too ignorant of and indifferent to the peculiarities of Scotland. It was therefore difficult to have Scottish affairs fully discussed at Westminster; so the medium through which these topics could be taken up became the newspapers.

Religion bulked larger in nineteenth century public affairs in Scotland than in England (but perhaps not in Wales), and its importance persisted longer into the next century. Whereas the state church in England was Anglican, in Scotland it was Presbyterian, with Anglicanism a very small dissenting church. Accordingly, issues affecting the Church of England evoked little interest in Scotland, and Presbyterian controversies, equally, were not much covered in England. Additionally, Scotland was more Presbyterian than England was Anglican. In 1851, 47% of churchgoers in England were Anglican, in Scotland, 91% were Presbyterian.[17] Moreover, the Scottish church was racked in the nineteenth century by divisions which did not obtain south of the border. A serious split – the Disruption - occurred in the Church of Scotland in 1843, with one third of the clergy and members departing to form a new church. This episode is frequently depicted as the most important event in nineteenth century Scottish history, and the newspapers were full of the ten year's debate which preceded the Disruption.[18] Indeed, several titles were established solely to propound one side of the debate – mostly these were on the evangelical wing, who left in 1843.[19] The best example is the *Witness*, founded in 1840 and edited by the famous geologist and naturalist, Hugh Miller.[20] In many places, too, existing newspapers would be drawn to one side or the other, as in Stirling, whose *Observer* became identified with the seceding party. The perpetuation of the bitter conflict for some 60 years after 1843 kept church matters to the fore in the papers. For instance, the regular meetings of the local presbyteries [regional committees] of the three main Presbyterian churches were reported and commented on editorially as fully as the deliberations of local town councils. Again in the last quarter of the nineteenth century, the disestablishment of the Church of Scotland became a major agitation, far more so than its English counterpart, and again the press explored this question exhaustively. The forerunner of the *Daily Record* established its popularity by acting as the mouthpiece of evangelical disestablishers in the west of Scotland.[21]

Although religious adherence has declined in the twentieth century Scotland, the process has been less precipitate than in England: in the latter, Protestant church membership fell from 3.9 million in 1900 to 3.1 million in 1970, but in the former it moved from 1,164,000 to 1,179,00.[22] In consequence, church matters could still generate news columns well into the second half of the century. The prime example of this is a ferocious campaign waged by the *Scottish Daily Express* between 1958 and 1968 against proposals to forge a degree of unity between the Church of Scotland and the Anglican church.[23] The *Express's* campaign was carried on in its news and comment sections, and when the unity talks were eventually abandoned, a leading Anglican participant, the bishop of Bristol, ascribed much of the responsibility to the paper's involvement.[24] It is extremely unlikely that the biggest-selling English daily would have embroiled itself in such a matter – indeed the efforts to merge the Church of England with the Methodist church, occurring at about the same time, drew little attention in the more popular press. It is interesting, also, that the *Scottish Daily Express's* circulation actually rose during its was against 'Bishops in the Kirk', while the national *Daily Express's* fell.[25]

Another aspect which kept the Church of Scotland in the press's eye was that its annual General Assembly was sometimes portrayed as a surrogate parliament, so that the Assembly's pronouncements were seen as indicators of Scottish opinion on topical issues. The General Assembly did not confine itself to religious matters, but spoke regularly on wider themes – social, political and moral – throughout the twentieth century, and the Church of Scotland's support for Scottish self-government in the 1980s and 1990s was taken to mark a sea-change in attitudes generally. The attention given to the Assembly's proceedings was quite extensive, with as much space devoted in the quality Scottish press to the General Assembly as to proceedings in the Westminster parliament.

The significant differences in the Scottish and English education systems, already alluded to, meant that the former attracted little reporting in national London papers. Yet education was, as we have seen, a matter of major preoccupation for Scots. The universities were viewed as national institutions and so subject to public debate, whereas the older English ones were regarded as private bodies, immune from outside comment. The higher proportion of Scots, as compared to England, using schools in the state, not the private, sector heightened the widespread interest in education policy. The need for separate legislation underlined this distinctiveness. The press fully debated educational issues from the 1830s down to the present day.[26] The *Herald* and the *Scotsman* both have a weekly education page, entirely concentrated on the position in Scotland.

Scots law is radically different in several leading fields from English law – pre-eminently in the areas of property, family, obligations and criminal law and procedure. This means that separate legislation is frequently needed for Scotland, and again it is in the columns of the Scottish, not the national, press that public discussion takes place. Similarly, commentary on decisions handed down in Scottish cases almost never impact on non-Scottish newspapers, but are often debated here.

The political role of the Scottish press is also highly pertinent in explaining its persistent strength. As elsewhere in Britain, of course, papers were started up in the nineteenth century explicitly to serve party interests – the *Scotsman* was launched in an effort to counter the prevailing reactionary Toryism of the post-Napoleonic war era, and the Conservatives in turn spent heavily starting up party organs, notably in the 1870s and on the eve of World War I.[27]

More vitally, there were issues of high priority in Scottish politics which did not always apply in England with the same intensity – disestablishment is a good instance. Two topics may be selected as examples of this trend First, the land question, which acquired high saliency in late nineteenth century Scotland, mainly because of conditions in the Highlands. The resistance offered there by the crofters (peasant farmers) to landlords' evictions and harassment acted as a major catalyst in Scottish politics, even outside the region. Much of the credit for the crofters' successful struggle can be ascribed to the role of newspapers, notably the *Oban Times* and the *Highlander*, in promoting the cause and in linking the geographically disparate movement.[28] The issue was projected beyond the Highlands by, among others, by the radical Glasgow paper, the *North British Daily Mail*. Between 1906 and 1911, efforts to legislate for Scottish smallholders' rights aroused great passion in the newspapers, with the *Oban Times* once again prominent in the anti-landlord camp.[29] In the last twenty years, the rights of small, isolated Scottish communities to protect themselves from arbitrary decisions by landowners have been vigorously championed by Scottish papers, with the *West Highland Free Press* being perhaps the foremost in publicising these abuses to a wider public. It is highly significant that one of the major early priorities of the new Scottish Parliament has been to tackle this aspect of the land question, whereas there is pretty well complete indifference in England to this matter.

A second field is the demand for the establishment of a devolved legislative body with responsibility for Scottish affairs. The late nineteenth century campaign for the creation of a separate government department to deal with specifically Scottish matters resulted in the setting up of the Scottish Office in 1885. One of the most weighty influences in this campaign was the *Scotsman*, then probably at the peak of its reputation as an opinion-former second only to the London *Times*. The editor of the *Scotsman* liaised very closely with Lord Rosebery, the main political advocate of this innovation.[30] Thereafter newspapers took up the call for more self-government on an intermittent basis: for instance, Beaverbrook's *Scottish Daily Express* advocated the cause in the 1930s, largely as a circulation-boosting bid. It is significant that in the late 1940s and early 1950s, when a movement to demand a Scottish parliament was drawing considerable pubic support, the civil servants in the Scottish Office carefully monitored the local press within Scotland to ascertain the extent of backing for the demand. The conclusion drawn was that very few papers were sympathetic to the cause, and by the very early 1950s, both of the main parties – Conservative and Labour – had effectively decided to ignore the mass petitioning movement. The growing swell of public opinion since about 1980 for some greater Scottish control of Scottish affairs had been reflected in the disposition of the press. The *Scotsman* had been a firm supporter of home rule since about 1945, but its stance grew more explicit and insistent from the mid-1970s. Papers previously cool to devolution, like the *Daily Record* and the *Glasgow Herald,* became increasingly committed to constitutional change. By the late 1980s there was, in effect, almost no paper with a significant circulation in Scotland willing to adopt the anti-devolution standpoint.[31]

Perhaps the other significant aspect of the divergence between the Scottish and the national press is that within the last thirty years the political balance of the latter has tilted decisively towards the Tories. By 1980, only the much-shrivelled *Daily Mirror* was on Labour's side, and even it had lost its confident unwavering support of the immediate post-war years. The right had gained the adhesion of the largest-selling newspaper, the *Sun*, and the eclipse of the *Mirror* by the *Daily Mail*, a stridently pro-Tory organ, underscored the trend. But in Scotland, the *Sun* struggled until the later 1990s to challenge the dominance of the *Daily Record*, still more strongly pro-Labour than its Fleet Street partner, the *Mirror*. This may be adduced as part of the explanation why Scotland proved more resistant to the enchantments of Thatcherism than the rest of Britain. Yet the political influence of the press on Scottish opinion may be overstated: the SNP rose throughout the last quarter century of the twentieth century without any newspaper giving it reliable support, until the *Sun* opted in the early 1990s to champion Scottish nationalism – partly in a bid to outflank the staunchly pro-Labour *Daily Record*.[32]

The strong position of the Scottish press looks likely to be extended by the advent of the Scottish Parliament. Inaugurated in 1999, its responsibility covers a wide swathe of internal social, cultural, environmental and economic topics. These were matters which had always excited the Scots, and had proved a major determinant of their reasons for preferring Scottish to national newspapers. Additionally, the new parliament soon adopted different policies from the rest of Britain on several social issues – such as supporting university students and dealing with care for elderly. Furthermore, a number of purely political crises have added considerably to the high profile of the Scottish parliament. The coverage of the Edinburgh parliament in the national British press has not been regular or detailed, except when particularly headline-grabbing issues have occurred. But the treatment of the parliament in the Scottish press has been steady and in-depth. The four city morning papers all devote about a full page daily to parliament–related material, while the tabloids give more fitful reports. Sometimes this consists of opinion, commentary and background briefing, with some papers providing a light-hearted sketch on proceedings. In general, reporting of the Scottish parliament is about the same in extent, depth and tone as national newspapers deal with Westminster. For example, the web-page for the Aberdeen *Press & Journal* for 17 May 2002 listed three pieces on the Scottish parliament in its top five news stories, while only one item related to the Westminster parliament – and then only tangentially - and was placed seventh. It will be very interesting to see if the projected regional assembles in England stimulate wider perusal of regional morning dailies in England.

Another important aspect of the Scottish press was its role in preserving the Scots language. The press has, however, not been very active in sustaining the Gaelic language. Efforts have been made from time to time to produce an all-Gaelic paper, but have been short-lived. It is perhaps ironic that the longest-lasting paper, *MacTalla*, was produced in Canada by the emigrant Gaelic community in Cape Breton Island from 1892 to 1904. Some papers with a readership based in the residual Gaelic-speaking areas have contributions in the language, and the *Scotsman* has a daily Gaelic column. These are usually, however, opinion or commentary, rather than news-based items. For news and information, Gaels are obliged to have recourse to radio and TV.

Scots, in contrast, experienced a resurgence in the second half of the nineteenth century, thanks to newspaper material in the language. The main medium was the radical *People's Journal*, which was widely read by the rural and urban workforce: by 1914 its circulation had reached 250,000. Radical propaganda in the *People's Journal* was conducted in Scots by the influential W.D Latto, while in the north-east, William Alexander also used broad Scots in the *Aberdeen Free Press* to champion the lower rural social groups. At the end of the century, James Leatham wrote in the north-east press propounding the case for socialism in Scots. Elsewhere in Scotland, local dialects were aired in the newspapers of these communities. These writings commented on current political and social developments, and should not be confused with the sentimental 'kailyard' fiction school of the late nineteenth century, which was targeted at a non-Scots-speaking audience, with the Scots language inserted for comic effect.[33]After the First World War, this use of Scots in the newspapers petered out, except in special circumstances, such as reporting *verbatim* evidence given by witnesses in court cases. Unlike Gaelic, there was no church or equivalent cultural medium to sustain Scots, and it rarely appears in newspapers nowadays.

Sport has been an important factor in the resistance shown by Scots to reading national papers. It is not the case that Scots are more interested in this area: a study in 1982 showed that exactly same proportion of readers –22% - in England and Scotland stated that they bought their paper for football news- but it is the case that the Scottish angle is catered for solely by Scottish papers. There are two reasons for this. Firstly, many sports, although common to England and Scotland, are organised in quite separate structures. Secondly, the relative popularity of certain sports is quite different north and south of the border. As to the first, the key sport is association football (soccer). From its inception as a rule-based sport in the last quarter of the nineteenth century, the English and Scottish Football Associations have been totally distinct. The metropolitan press has always been preoccupied with the game in England, with the Scotland rarely being given more than a couple of paragraphs once a week. Scottish papers equally devote the preponderance of their coverage to football in their own country.

As to the second factor: the most traditional English summer game, cricket, is played but little – and to no high standard - in Scotland, so that neither English nor Scottish matches are much reported in Scotland. Golf is by far the more popular summer sport in Scotland, whereas in England it is still something of a recreation for a socially restricted segment. Accordingly, there is greater detail in Scottish papers on this sport, certainly relative to cricket, but in English papers the opposite is the case. It is instructive that the *Scotsman* has a special website devoted to golf, but none for cricket. As an example of these differences, the *Herald* for Saturday 11 May 2002, had four times as much text on Scottish as on English football, and cricket had one third of the space given to golf. In the London-based *Guardian* for the same day, there was no mention of football in Scotland, but 9.5 [tabloid] pages on the game in England, and nearly 5 times as much on cricket as on golf.

The ownership of the Scottish press has evinced two clear trends: consolidation into the hands of a few concerns, and control frequently located outside Scotland. Whereas until the Second World War, almost every local paper had its own proprietor, customarily either an active editor or manager, almost the entire local press is now effectively owned by half a dozen holding companies. The four largest combines are Scottish & Universal Newspapers [SUN], the Johnstone Press group, Scottish Provincial Press, and Clyde & Forth Press. About a dozen smaller regional groups also exist, usually with three to five titles in their portfolio. Of the larger concerns, SUN is a subsidiary of Trinity Mirror, an English based company which also owns a large number of English local papers, while the other three are Scottish-based - although Johnstone Press owns a substantial number of English weeklies..

Only one set of the daily and Sunday papers has been continuously owned by Scottish based business; viz., the Dundee *Courier & Advertiser*, and the *Sunday Post*, which are part of the extensive D.C. Thomson empire. Since the 1922 the *Daily Record* and the *Sunday Mail* have been components of British press conglomerates: firstly bought by the Kemsley Group, then in 1955 they were transferred to the Daily Mirror Group. From 1953 the *Scotsman* and, a couple of years later, the Aberdeen *Press & Journal* were bought by the Canadian press baron, Roy Thomson. Initially Thomson managed his British press interests from a base in Edinburgh, but after he acquired the *Times* and *Sunday Times*, his headquarters shifted to London.[34] More recently, the *Scotsman* has been acquired by two reclusive Scottish brothers, who reside on a small Channel Island, rarely visiting Scotland. The Aberdeen papers have also moved from the Thomson Group. The *Glasgow Herald* was acquired in 1979 by Tiny Rowland's multinational Lonrho Group, which had its headquarters in London and substantial business interests in Africa. A management buy-out returned the *Herald* to Scottish ownership in 1992. The largest-selling daily in Scotland for nearly 30 years, the *Scottish Daily Express*, was of course an offshoot of the Beaverbrook-owned *Daily Express*.

This surrender of ownership to non-Scots had not gone without concern in the country: Roy Thomson received a frosty reception when he arrived in Edinburgh in the mid1950s, and there was great alarm at some of his modernising innovations. His attempt to buy the *Glasgow Herald* in the early 1960s prompted a concerted campaign to keep the paper in Scottish hands, with a strong appeal to quasi-nationalist opinion forming a major keystone in this ultimately successful strategy to deny Thomson.[35] But the fears that non-Scottish ownership would dilute the Scottish content in newspapers have largely been unfounded. The *Scottish Daily Express*, as we have seen, was a quite independent operation from its Fleet Street partner. Thomson pursued a policy of non-intervention in the policy stance of his papers, only asking that they made profits. Rowland used Lonrho's ownership of the London Sunday *Observer* to mount a sustained harrying campaign against his arch-rival, Mohammed Al-Fayed, on one occasion producing a mid-week edition solely to attack Al-Fayed. But the *Glasgow Herald* was left to plough its own furrow, with scarcely any editorial interference, especially after one bid to dictate content was rejected by the editor. When Lonrho was divesting itself of the *Herald*, an editorial in the paper warmly and sincerely praised the owners for their non-interventionist stance.[36] When the *Daily Mirror* acquired the *Daily Record*, the latter's political line was shifted from mild Conservatism to staunch Labour, in accord with the parent paper's position. But the *Record's* quintessential Scottishness remained, and when in 1986 there were fears that it might be compelled by its quixotic [and crooked] owner, Robert Maxwell to reduce its Scottish material, a strike of journalists attracted widespread popular support, and the proprietor was forced to back down.[37]

The advent of outside ownership has, indeed, often been beneficial. Fresh new approaches, both journalistic and managerial, have been encouraged. When Thomson took over the ailing *Scotsman* from its decrepit former owners, he revolutionised its advertising and sales departments. News was put on the front page, a new editor introduced daily senior staff conferences to co-ordinate features, editorials and news pages, and the stuffy complacent tone of the paper was transformed. As a result circulation, wobbling at in the early 1950s, rose by 30% in less than a decade.[38] Secondly, these large companies have the resources to inject large capital inputs to modernise production processes. Thomson spent over £2 million in a short time in order to turn the *Scotsman* round. Also, thanks to the financial backing provided by Lonrho, the *Glasgow Herald* was able to move from its old cramped office building to a larger premises, with a new state-of-the art printing equipment replacing presses which had been installed in the 1870s.[39]

Scottish newspapers have a long history of involvement with new technology. Somewhat complacently, a late nineteenth century editor of the *Scotsman* claimed: 'it is a noteworthy fact that England, in newspaper matters as in others, has followed Scotland. In regard to detail and general effectiveness, what the Scotsman has adopted to-day all English and Scottish journalism adopted on the morrow.'[40] This may be traced back to a determination to prevent metropolitan papers from securing a foothold north of the border. Thus in the 1860s and 1870s, a series of innovations were pioneered, principally by the *Scotsman*. Special trains were hired to have the paper delivered in Glasgow, the Highlands and the north-east of Scotland as early as local dailies. The *Scotsman* led a consortium of regional papers which negotiated an arrangement with the telegraph companies to have news despatched more quickly and more fully from London by means of a private line. At this time, too, new printing machinery was installed. In 1868 the *Glasgow Herald* followed the *Times* by ordering 2 Hoe (a New York company) 8-feeder printing machines, thereby replacing the original press, which had been in continuous use for nearly 90 years. In 1875 the same paper installed 2 rotary presses. The *Scotsman* almost simultaneously modernised its printing machinery.[41]

In the inter-war period, the *Daily Record* claimed a world first when it put colour photographs on its front page, depicting the exile of Emperor Haile Selassie from Abyssinia after the Italian invasion. In 1928, the *Scotsman* was the first British paper to have pictures telegraphed from Europe. Indeed, the quality of the photography in the *Scotsman* was a major feature of the paper's appeal throughout most of the twentieth century. So good was it that in the 1960s the *New York Times* approached the paper to ask for advice to improve its photography. In 1961, the *Scotsman* continued to modernise when it acquired a teletypesetter, at the time the fastest line-setter in the world.[42]

Given this background, it is perhaps not surprising that the new printing techniques introduced in the last quarter of the twentieth century were rapidly applied in Scotland. The *Greenock Telegraph* was one of the first papers in Britain to switch to web-offset production, and when the *Daily Record* installed web offset printing in the early 1970s, it was claimed to be the largest plant of its kind in the world. In the later 1970s, the Johnstone Press, a local press group with nearly 20 titles, initiated the switch from traditional methods to web offset. In 1980 the *Glasgow Herald* abandoned old-style hot metal production processes, replacing them with direct input photo composing, and the *Scotsman* and the *Press & Journal* soon followed suit.[43]

Scottish newspapers have responded positively to the opportunities afforded by the arrival of the Internet and new electronic services. On the one hand, printing and production have been delocalised. For example, the text of the Clackmannanshire *Wee County News* is electronically transmitted every week to Hartlepool, some 350 kilometres distant in the North of England. The issue is printed there and brought back to central Scotland by road transport. Similarly, the SUN chain has centralised production of the various weeklies in one or two sites, while all 12 titles in the Johnstone Group are printed in England..

The four dailies and the Sundays all have web-sites, but of varying quality. Thus, while the Dundee *Courier & Advertiser* is a fairly basic production, the *Sunday Herald* produces unquestionably the most advanced, sophisticated and user-friendly web-site. The aim is 'to create a comprehensive resource of all articles appearing in the *Sunday Herald*'.[44] Ease of accessing the contents of the paper is facilitated by: 'the mailing list, a facility that sends a summary of the paper's content, with links to the key articles and features, to your inbox every saturday [sic] night after the paper goes to the press.' There are several extra features available, such as a search engine which gives access to an archive base going back to the paper's origins. As a bonus, it is possible for Internet readers to forward any article to a friend by e-mail.[45] But the website goes beyond the mundane aim of making the printed version available: 'the web pages of the *Sunday Herald* are intended to be an additional part of the paper, rather than just a Web version of the printed paper.'[46] The main facet of this expanded service is the 'forum', as the website home page declares: 'Contribute to the *Scottish Herald* community by taking part in our online discussions of the hot topics shaping our world – or start your own Soapbox.' The items offered for discussion on 5 May 2000 were: the resignation of a member of the Scottish parliament ministerial team; Scottish football; and 'Have Your Say.'[47]

The use of e-mail by the local press is patchy. Virtually all papers with a web-site have an e-mail facility, but some have the latter free-standing, so to speak. In 2000, *Benn's Directory* records 10 papers with an e-mail address, and over nearly 100 without, but a year later the respective figures are 38 and 67. According to *Benn's Media*, in 2000, 6 local papers (excepting free titles) had a website, and by 2001 this had risen to 27. The surge in papers with websites is almost entirely due to two groups, SUN and Johnstone Press, embarking on a programme to put their papers on the Internet. There is no particular correlation between either size of circulation or geographical centrality and engagement with new technology. The *Greenock Telegraph*, for instance, which appears daily with a circulation of 10,000, is currently only constructing its web-page, but the *Strathearn Herald*, selling 2,900 copies a week, already has one. The most remote newspaper of all, the *Shetland News*, has had its web-page for several years.

The web-sites for the weeklies are highly varied in the range of services on offer. Those members of the Johnstone Group essentially provide a reprise of the main contents of the printed edition of the paper, although the *Falkirk Herald's* page offers a 'Have Your Say' facility, in which users have the chance to vote 'Yes/No/Don't Know' on a current issue (on May 7 2002, the topic was 'Should the BNP [British National Party, an extreme right-wing movement] be allowed to field candidates in local elections?').[48] Those in the SUN group, however, have more adventurous items. As well as the contents of the paper being accessible, there are entries for 'News archive'; 'Have Your Say'; 'E-mail the Editor'. The most innovative feature is the 'Inside Scotland Discussion Board', which declares, albeit with shaky punctuation:

> Now it's time to have your say!
>
> Welcome to the Inside Scotland Discussion Board where we invite you to contribute your thoughts to a range of ongoing debates on all things Scottish
>
> If there is something that winds you up or if you have an opinion to express this is the place to get involved.? [sic]

BEST COPY AVAILABLE

And if its [sic] an issue you want to raise please feel free to **Start a Discussion**

On 7 May 2002, the web page listed 65 topics currently open for discussion, ranging through: 'Dutch democracy', 'Unemployment and Litter'; 'Plastic jock'; 'Loyalist Allegiances'; 'gay men in oz'; 'Plane Spotters'; 'Read any good bumper stickers recently?'; 'Electric brae'; 'Home from the Sea'. The number of follow-ups logged to all 65 items was 296.[49] The Discussion Board is available on all the 18 SUN-owned papers, so this is a Scotland-wide forum.

Some of those weeklies outside the tent of the major combines also have interesting items. The *Inverness Courier* permits an archive search, while the *Northern Scot* 'is an on-line paper for Scots both home and abroad providing both current and archived items.' Three jointly owned Argyllshire titles announce that 'news items relating to specific locations in the county have been abstracted [from the three papers] to provide easy access.'[50]

In conclusion, it may be assumed that the prospects for the Scottish newspaper industry look secure, thanks to a combination of the continuing – possibly growing – sense of a separate Scottish national identity and the arrival of the Scottish parliament in Edinburgh, along with a readiness to move forward by embracing new technology.

END NOTES

[1] JICNAR, *National Readership Survey* [hereafter *NRS*] : *Scotish Regional Report, 1982* (London, 1982). Cf. JICNAR, *NRS, 1975* (London, 1975), where the figures are 70% for England & Wales, 78% for Scotland.

[2] Based on Audit Bureau of Circulation [ABC], *ABC & VFD Regional Newspaper Data*, January – June 2001.

[3] The population of Scotland is approximately 10% of that of England.

[4] JICNAR, *NRS, Scottish Regional Report, 1982*, p. 4.

[5] These are: the [Aberdeen] *Press & Journal*, the [Dundee] *Courier & Advertiser*, the [Glasgow] *Herald*, the [Edinburgh] *Scotsman*. Until 1991, the H*erald* was called the *Glasgow Herald*.

[6] ABC, *UK National Newspapers*, March 2002.

[7] M. Smith, *Paper Lions* (Edinburgh, 1994), pp. 153-4.

[8] L. Chester & J. Fenby, *The Fall of the House of Beaverbrook* (London, 1979), pp. 54-5.

[9] JICNAR, *NRS, Scottish Regional Report, 1982*.

[10] J.P.S. Ferguson, *Directory of Scottish Newspapers* (Edinburgh, 1984).

[11] *Willing's Press Guide* gives the number of Scottish and English local papers as, respectively: 1911: 254, 1,784 (14.2%); 1938: 183, 1,322 (13.8%); 1970: 160, 1,063 (15.1%).

[12] R.D. Anderson, *Education and the Scottish People, 1750-1914* (Oxford, 1995), p. 305.

[13] R.D. Anderson, *Education and Opportunity in Victorian Scotland* (1983), p. 157. Interestingly, the equivalent figure for Germany, widely regarded in later nineteenth century Britain as the exemplar for high levels of university attendance, was 1 in 2,600.

[14] C.A. Cooper, *An Editor's Retrospect* (London, 1896), p. 282 .

[15] A. Phillips, *Glasgow's Herald. Two Hundred Years of a Newspaper, 1983-1983* (Glasgow, 1982), pp. 68-81; J.C. Smith & W. Wallace, *Robert Wallace. Life and Last Leaves* (London, 1903), *passim*.

[16] Cf. L. Paterson, *The Autonomy of Modern Scotland* (Edinburgh, 1994), pp. 46-72, 103-31.

[17] C.G. Brown, *Religion and Society in Scotland since 1707* (Edinburgh, 1997), p. 46.

[18] R.M.W. Cowan, *The Newspaper in Scotland: a Study of its First Expansion, 1815-60* (Glasgow, 1946), pp. 105-17, 224-53.

[19] *Ibid.*, pp. 133-65.

[20] G. Rosie, *Hugh Miller. Outrage and Order: a Biography* (Edinburgh, n.d.).

[21] J.G. Kellas, 'The Liberal Party and the Scottish Church Disestablishment Crisis', *English Historical Review*, 79 (1964), pp. 31-46; I.G.C. Hutchison, *A Political History of Scotland,*

1832-1924 (Edinburgh, 1986), pp. 147-9, 156-64, 183-5, 199-204, 208-9

[22] R. Currie *et al.*, *Churches and Churchgoing* (Oxford, 1977), p. 31. The 1970 Scottish figure was a decline from higher totals reached between 1900 and 1970.

[23] T. Gallagher, 'The Press and Protestant Culture: a Case Study of the *Scottish Daily Express*', in G. Walker & T. Gallagher (eds.), *Sermons and Battle Hymns* (Edinburgh, 1990), pp. 193-212.

[24] *Ibid.*, p. 200.

[25] *Ibid.*, p. 203.

[26] See Cowan, *Newspaper in Scotland*, pp. 121-5, 262-4, 341-51 for press coverage in the first half of the nineteenth century.

[27] Magnusson, *Glorious Privilege*, pp. 3-11;Hutchison, *Political History of Scotland*, pp. 114-5, 225.

[28] E.g., 'Land Allocation in Morvern', *Oban Times*, 3 March 1883.

[29] E.A. Cameron, *Land for the People? The British Government and the Scottish Highlands, c1880-1925* (East Linton, 1995), pp. 124-43

[30] Magnusson, *Glorious Privilege*, pp. 70-5

[31] Smith, *Paper Lions*, pp. 13-52.

[32] *Ibid.*, pp. 106-14.

[33] W. Donaldson, *Popular Literature in Victorian Scotland* (Aberdeen, 1986), pp. 1-71, 145-50.

[34] R. Braddon, *Roy Thomson of Fleet Street* (London, 1965), pp. 191-249.

[35] A. Kemp, *The Hollow Drum* (Edinburgh, 1993), pp. 39-40.

[36] *Ibid.*, pp. 42-50.

[37] P. Meech, 'The Daily Record: A Century of Success', *Scottish Affairs*, 13 (1995), pp. 9-11.

[38] Magnusson, *Glorious Privilege*, pp. 159-70; Braddon, *Roy Thomson*, pp. 193-209; A.M. Dunnett, *Among Friends* (London, 1984), pp. 129-40..

[39] Magnusson, *Glorious Privilege*, pp. 172-4; Phillips, *Glasgow's Herald*, pp. 167, 170-4; D. Hutchison, 'The Ownership, Control and Finance of the Media', in D. Hutchison (ed.), *Headlines* (Edinburgh, 1978), pp. 85-6.

[40] Cooper, *Editor's Retrospect*, p. 167.

[41] Magnusson, *Glorious Privilege*, pp. 40-9; Phillips, *Glasgow's Herald*, pp. 70-2, 80-5.

[42] Meech, 'Daily Record', pp. 2-3; Magnusson, *Glorious Privilege*, pp. 121-2, 175-6; Dunnett, *Among Friends*, pp. 141-2.

[43] F. Johnston, 'The Press in Scotland', in D. Campbell (ed.), *The British Press* (London, 1978), pp. 44-5.

[44] *www.thecourier.co.uk*; *www.thesundayherald.com.*

[45] *www.thesundayherald.com.*

[46] www.*rampantscotland.com/newspaper.*

[47] *www.thesundayherald.com*

[48] E.g., the websites of the *Hawick News - Hawick Today (www.hawicktoday.co.uk)* and of the *Falkirk Herald - Falkirk Today* (www.*falkirkherald.co.uk*).

[49] *www.inside-scotland.co.uk/renfrewshire/express.*

[50] *www.inverness-courier.co.uk*; *www.rampantscotland.com/newspaper.*

GLASGOW 2002

68th IFLA Council and General Conference August 18-24, 2002

Code Number:	**058-127-E**
Division Number:	**V**
Professional Group:	**Newspapers RT**
Joint Meeting with:	**-**
Meeting Number:	**127**
Simultaneous Interpretation:	**-**

From the Bristol Post Boy to the Twin Towers: local newspapers in England

Elizabeth Anne Melrose
North Yorkshire County Library,
Northallerton, UK

Abstract:
This paper touches on the history of local newspaper publishing in England and describes the diversity of fact and incident that makes their contents such a fascinating prime source material for local historians. From the early broadsheets to the present online editions, local newspapers give a colourful and always unique picture of everyday life, national, regional and parochial.

Here we have what could well have been the smallest public reading room in the country - half way up a stair on a landing in Skipton Library in Craven, north Yorkshire. It is only recently that this space was abandoned, to the delight of those who had to brush past the readers of the tabloids and to the dismay of those for whom sitting reading on the landing was part of their lives.

Reading the news has always been a tradition. In Rome Julius Caesar advised that announcements about military campaigns and the activities of the Senate be posted on whitened boards in public places. Almost a century later Marco Polo noted the existence of the *Court Gazette*, a printed Chinese newspaper. People are totally curious about the activities of their fellows. Even in this age of mass communication and instant electronics there is nothing better than sitting down with the regular local news about our locality, our town, our neighbours.

In the past, news of supernatural events, deaths of kings, births and marriages was spread by word of mouth – intelligence of the defeat at Thermopylae reached Athens not by satellite broadcast but by runner.

The chronicle of William the Conqueror's success at the Battle of Hastings "was passed from town to town by individuals employed to call out the King's proclamation". (1)

In Tudor England, as well as oral hearsay there was written information about contemporary events and official announcements. Peddlers sold manuscript ballads and broadsides. "War correspondents" and "Foreign correspondents" sent newsletters from abroad to the nobility and to merchant traders who wanted to know about major incidents and prevailing economic conditions. Hand-written Venetian 'gazettes" containing articles on European real-politik were distributed and read in London in the sixteenth century, while the wealthy employed secretaries and "news-walkers" to inform them about any intrigue at court or in parliament while they spent time on their country estates.

The introduction of the printing press from the continent in the fifteenth century would eventually remove the need for manuscript, and increased the audience for news. A surviving printed newsbook contains a contemporary account of the disastrous defeat of the Scots by the English at Flodden in Northumberland dated 1513.(2) Another publication of 1608 gives news of a perennial English concern, the weather – *The Great Frost: cold doings in London.*

News-sheets recounted particular anecdotes such as Nathaniel Butters' reports of some sensational Yorkshire trials in 1605. However the first publications that could be called newspapers appeared in Germany in 1609. They were issued regularly, and attempted to describe current events. An English official at that time complained that his country was being *"reproved in foreign parts"* because it lacked a publication to report *"the occurents every week"*.(3) The first newspaper in English, associated with English Puritans who later joined the Voyage of the Mayflower, was produced in Holland in 1620, but the oldest surviving newspaper actually printed in London appeared in September 1621 under the long title: "Corante, or weekely newes from Italy, Germany, Hungary, Poland, Bohemia, France and the Low Countreys…according to the Dutch copy".(4)

Royal prerogative forbade the publishing of domestic news in the reign of Charles I, but the unrest of the Civil War period opened the gateway to many newspapers, printed to promote the ideology and the victories of both Royalists and Parliamentarians. Between 1640 and 1660 the bookseller George Thomason collected over 7,000 issues of newspapers. A woman – "a she-intelligencer" – was even employed to collect news and newsboys and newsgirls sold the papers in the streets. "And now by a strange alteration and vicissitude of the times", one editor explained, "wee talk of nothing else but what is done in England…" In 1649 there was the scoop headline "*This day the King was beheaded, over against the Banquetting house by Whitehall…*" (5)
In 1665 Henry Muddiman published the Oxford Gazette. This title used double columns for the first time and was quickly renamed the London Gazette. It is this gazette which can be considered the first real newspaper in this country.

By the second half of the eighteenth century, most of the larger county towns had local newspaper titles, encouraged by an increase in levels of literacy, the rise of larger urban centres and the development of the postal service. Newspaper titles flourished and also disappeared. Rose and Drury of Lincoln advertised in the 1770s that they would "*Supply Gentlemen, &c (in the Town or Neighbourhood) with magazines, London and County newspapers…* "(6) Printing and bookselling were linked and the newspapers carried advertisements for the owner's printing business, bookselling and other enterprises and, often, his circulation library.

The country's oldest provincial newspaper claims to be the *Norwich Post*, probably first published in 1701(7) even before the distribution of the first daily newspaper, the *Daily Courant* (1702). However the earliest extant copy of a provincial newspaper, William Bonney's *Bristol Post Boy*, dates from August

1704, numbered 91, indicating a possible first issue in 1702. The Bristol Post Boy in 1704 was a two-page weekly containing news taken from newspapers printed in London. There is no local news, and only one advertisement in the first existing issue, for a local Bristol physician. Reporting of local news began to be more usual only in the later eighteenth century.

By the mid-nineteenth century, the Duties on newspapers, the Advertisement Tax and the Newspaper Tax, were successively abolished, allowing a huge increase in the amount of local news and advertisements printed in the papers. The 1712 Stamp Act, which by 1815 was up to fourpence on each newspaper sold, was finally repealed in 1855, legalising the many penny papers of the "pauper press" . More than 560 different unstamped newspapers were printed in England between 1830 and 1836 (8) and it was at this time that the provincial press began to develop individual identities rather than merely re-printing material from the London press.

A feature of the twentieth century has been the publication of newspapers with change-pages holding news specifically relating to different towns of the circulation area and often more recently creating problems for any microfilming programme. Many other dailies and weeklies disappeared. The Derby Mercury for example folded in 1933 after a run of two centuries and some paid-for titles evolved into local free newspapers. The idea of free newspapers had originated many years before. The *Loughborough Echo* had begun as one in 1891.(9) Other recent "freebies", such as the *Metro,* a free commuter newspaper with local news, have been successful enough that Sydney and Melbourne in Australia considered copying the format. And there are alternative newspapers for other communities and special interest groups, such as Leicester's *Ame Gujurati (1980? to date*) for the Gujurat Hindu Association, *Poultry News (1921 – 1925),* and Nottingham's *Football Post* first published in 1903, a useful title for the growing number of sports historians. The British Library's Oriental Collection includes newspapers produced in Britain in eastern languages.

Historic local newspapers are fundamental to research of their period. In their columns and even in the way the pages are laid out, local historians can investigate the social, literary, economic and political events of the time and the attitudes of the era.
Henry Steel Commager wrote in his preface to a history of the New York Times: *"Here is the living disproof of the old adage that nothing is as dead as yesterday's newspaper... This is what really happened, reported by a free press to a free people. It is the raw material of history; it is the story of our own times".* (10)
It is indeed the story of our own times, not only describing episodes of national interest but also the equally profound minutiae of daily lives.

There is significant news from Russia - the death of Tsar Peter II, the grandson of Peter the Great. Only two weeks after the event in 1730, the York Courant prints the item "*...concerning the Death of Peter the Second, Czar of Muscovy...affirm'd for Fact, with this Addition, That he died at Moscow the 29th past, after 8 days Illness of the Small pox having reigned about two years and 8 Months and 'tis said that the Dutchess of Courland (Anna Ivanova)...was proclaimed Czariana immediately after his Death..."* (11)

Over the years inches of newsprint about various wars was inevitable. There are bulletins from conflicts in all parts of the world, in Europe and the Americas, Africa and the East. There are despatches from Brussels before and after the battle of Waterloo in 1815.

But, in time, editors had no need to wait for news from out-of-town newspapers or from correspondents' letters. In the early days one had complained, *"No mail yesterday. We hardly know what we shall fill our paper with that will have the appearance of news".* There is the informative reporting of local headline tragedies - "*Our heroes' gallery*", the sad pages of portraits of local men who were killed in the First

World War (12) or the deaths at sea of the four Filey fishermen, three from the same family, in 1948 *"Filey's worst disaster".(13)*

As the press developed in the regions, its coverage was influenced by its editors and printers, all of whom had social, political and religious aspirations mirroring those of sections of their compatriots. The brothers, Felix and Samuel Farley, proprietors of the *Bristol Journal*, argued over their religious views. After their deaths in 1753, ownership of the newspaper passed to Felix' widow, Elizabeth and Samuel's niece, Hester. Elizabeth Farley referred to her Whig opponents as "*A Plague of Locusts... devouring Insects who have their Origin in Filth and Ordure, and whose very Existence depends on corruption*" (14) She campaigned against Jews, and became the first Bristol journalist to be prosecuted for libel.

Then, as now, editors competed to maximise sales of their titles by slandering their rivals' productions. *"Saturday last an Anonymous Ill-designing person clandestinely Printed a Counterfeit ignorant News-Paper, being a compleat Composition of Ignorance and Error, as those that bought it plainly perceiv'd: This is therefore to inform the Public, that the Sham News is a grand Imposition...The Sham News has a Ship Printed at one Corner".(15)*

Newspapers reported on the commerce and economic life of the area. Prices are listed, as are market reports. Cattle markets at Newcastle and Wakefield are advertised in 1846. Wheat is sold in the same year for between four shillings and sixpence to nine shillings and sixpence at Leyburn and Richmond, and "*The 4lb loaf of wheaten bread* [in London] *has advanced to eight and a half pence by the cheap bakers; ten and a half pence by the full-priced bakers*" due to another rise in the price of bread in the capital.(16) In 1904 the *Darlington and Stockton Times* advertise horses at York, fat stock at Bishop Auckland Mart, farms at Tow Law and furniture at Darlington.(17)

News of merchant shipping also gives an indication of business and commerce. A newly discovered unique edition of the *Exeter-Journal and Advertiser 18 March 1757* reports the arrival at Exmouth harbour on the south coast of England of "*...Madge from Neeth with coals; Property, Dussil, from Plymouth with Slate; Two brothers, Martin, from Falmouth, with Sheeps Pelts, Oil and Tin... Sail'd, the Dolphin, Burridge, for Oporto, with Bale Goods;- and the Friendship, Cockett, for London, with ditto* ".(18)

The importance of the local press is not just confined to news items and advertisements but also to the effect the newspapers had in encouraging discussion on religion, social manners and politics. There were columns debating capital punishment. *"Even in the case of murder, Public Executions do not operate by way of example. It is too notorious to be denied, that the utmost levity is manifested by many of the spectators. Numbers of them indeed attend with no other view than that of picking pockets, or otherwise practising their light-fingered profession...The spectacle of the Execution of a human being ought to be one of a deeply affecting nature to all who behold it...*(19) Other articles pushed opportunities for learning and self-improvement. There are news items about National Schools and advertisements for boarding schools, such as those placed by Mrs Parr and Mrs Gascoigne alongside Mrs Brooke's *"Boarding-school for Young ladies, Sutton upon Trent...a pleasant situation on the great North Road, eight miles from Newark, and six from Tuxford: - Coaches pass and repass every day.*(20) The first issue of the *Craven Herald 1853* reported that *"a Class was formed at the Mechanics' Institution, when upwards of 40 persons availed themselves of the opportunity afforded them of learning that useful and valuable Science* [of phonography and phonotypy]. (21)
Lists of books in Circulating Libraries were advertised and annual meetings of Subscription Libraries were reported in the press. *"In May, 1844, we congratulated the members of the Subscription Library, in Hawes, on the very decided improvement which this institution then manifested...We have however in our possession two letters, one of complaint against the state in which the books appear.... We are sorry to observe that there is some truth in the complaint as to the dusty state of the books...*(22) On a lighter note,

Mr Hill inserted a notice in a February edition of the *Lincoln, Rutland and Stamford Mercury 1814*, notifying the public that his dancing schools would open for business again in February in Lincoln, Louth, Barton and Gainsborough.

Newspapers, especially local newspapers, write about what people are doing. A single issue of Jackson's Oxford Journal for 21st April 1810 mentions the names of around 300 persons in its columns. There are the birth, marriages and deaths notices. The *Harrogate Advertiser* announces the death of Eliza Winter in Brooklyn, New York, aged 65 in January 1893 (23), while a recent trend is to celebrate significant birthdays with witty notices in the local paper accompanied by a photo of the individual at a much younger age – possibly the only photograph a future genealogist might obtain of the person concerned. (24)
There are instances of wife-sales and women running away from their husbands:
"Whereas Anne Sargent, Wife of Tho. Sargent, in the parish of St George, Middlesex, eloped from her Husband the 9th of this instant: This is to warn all Persons not to trust her on my Account, for I will not pay any Debts she may or [will] contract from the Date hereof" (25); and there are examples of early Lonely-hearts columns "*Matrimony. Mechanical engineer... widower... family grown up, healthy, educated, good appearance. Churchman, wishes to correspond with lady about 50, spinster or widow...Churchwoman, musical, with view to marriage"*. (26)

Always of great fascination are the crime reports, all manner of robberies (some exceptionally small felonies leading to transportation to the penal colonies), paragraphs describing in much detail the trials for assault and foul murder. There are snippets such as that telling the citizens of Norwich in 1707 that "*On Sunday the 12th of April, 1707, Mr Augustin de Cleve of Norwich-Thorp had his garden Robbed of Tulips, Auricalas or Bears-Ears and Enimonys. Whoever can discover the Persons that committed the Robbery, so that they may be secured with the aforesaid Flowers and Plants, or Rots, shall have three Guineas reward...* (27)

The *Scarborough Daily Post* gives columns to the case of an alleged arsonist with a set of headlines "*Sensational story by a lamplighter*", "*Discredited by the government inspector. Brooks recalled. More allegations against him*" and details of "*How the victims died*". (28)
In 1837 the *Harrogate Advertiser* proclaimed that "*The city of Ripon was... thrown into a state of considerable excitement by the report that a man of the name of Marshall, a shoemaker... had put two of his children to death by drowning them in a tub of water... A third child is missing. No motive is assigned for this rash act."* (29) Two labourers, James Carney of Leeds and Charles Thackray of Little Wonder were arraigned at Harrogate Police Station in 189, charged with a "*Dastardly assault upon Inspector Burkitt*" inflicting "*...several bruises about the head and face and a severe kick in the back... the Inspector was certainly not fit to leave his bed"*. However the police inspector recovered... *"from the effects of the brutal treatment which he received, as will enable him to give evidence against the prisoners"*. (30)

Advertisements, too, give historical evidence for family and local historians – descriptions and the inventories of houses and farms, transport from the days of the coaching inn to controversies over parking and speed traps on modern roads, sea and rail travel and the rise of journeys to the country or the seaside. In 1815 the White Hart Inn in Market Rasen solicited the "*Patronage and support of families, commercial gentlemen, farmers and the public in general; and by every due attention to air'd beds, choice wines, spirits, &c [*the landlord] *hopes to merit those favours... ", while W* Holt considered the weather in Nottinghamshire and advertised "*Water-proof Hats, manufactured without glue...By this process even the lightest hats are entirely prevented from glazing with rain...so much to the injury of the health of the wearer... "* (31)
Visitors to the Spa at Harrogate could choose between the attractions of E Jackson, "*Importer of German Patterns, Wools*" begging leave to show the inhabitants the *" most SUPERB stock he has ever had in his*

power to offer to the Ladies...Zephyr Wools, &c., Silks, Chenilles, Gold and Silver Cord, Tassels, Braids, Canvasses... " (32) and three Evening Concerts of Vocal and Instrumental Music...arranged by Herr and Madame Boai consisting of "*...M. Boai's extraordinary exhibition of Musical Sounds produced by striking his Chin...* " *(33)* Meanwhile, Moschell and Son, Surgeon Dentists, announced their "*Incorrodible Artificial Teeth...Of surpassing beauty...* " *(34)* complementing the multifarious and sinister advertisements for medicaments for everything from neuralgia to sheep-rot, usually using the same potion.

Newspapers, especially local newspapers, are part of the literary heritage of the nation.
Newspapers on CD-Rom are available and just as oral news transformed into newsprint, the local press is evolving into the many local online newspapers, opening up new challenges for the archival custodian and for the researcher. Can we say that we are returning to the issues of archiving folk memory and oral tradition albeit in a different form? As yet, less public use is made of the electronic copy. This is likely to change as the number of access terminals in public libraries increase, and as consumer and media markets alter and adapt to increasing electronic literacy similar to that previously experienced with the print revolution.

The Berkshire *Newbury Weekly News* claims to have been "*Newbury's information provider for 134 years and continues to push the boundaries of news circulation with this latest re-design of newburynet*" (35), while *Bayfair (serving Robin Hoods Bay since 1975)* is a monthly online newspaper for the Robin Hood's Bay and Fylingdales area of the East Coast. (36) In the online May 2002 edition there is an article on a village celebration in 1902 commemorating the relief of Mafeking and a feature on this summer's May Queen festivities.

In a recent regional survey into the use of Newspapers in Yorkshire and Humberside libraries, undertaken for the Newsplan 2000 Project, 50% of the public surveyed were hoping to find material on local, family and house history. 23% were looking at reports on sport, possibly the majority 76% who were looking at newspapers under 6 months old. 22% were looking at business and financial information and 15% were looking at the adverts. 32% intended to write up notes on their findings and 10% were adding to their family trees. 65% intended to continue their researches at a later date.(37)
In the main these results confirmed the conclusions of similar Newsplan surveys conducted in the North West of England and in London and the South East and demonstrated what we all understand. Local and provincial English newspapers have a long history, but, even more important, they are invaluable carriers of an amazing diversity of historical source material and the users appreciate this.

But have we changed very much? There will still be potential tragedies for journalists to investigate. The North Yorkshire mother waiting for news of her son who was working just yards from the Twin Towers when it was subject to the terrorist attack of 11th September (38) is not so far removed from the report in the *Bristol Post-Boy* of 1704 of the terms of capitulation granted to the Garrison of Rain, on the orders off the Prince of Baden, and the Duke of Malborough. "*All prisoners of war and Deserters shall be restored... The Sick and the Wounded shall be permitted to stay in the Place at the Charges of his Electoral Highness of Bavaria*" *(39)*

There are still stories to be made and read about the smallest things, the daily lives of the local community and the idiosyncratic incidents that fascinate us all. "*Marsh man who wants fleas and pays half a crown a dozen for them. Flea circuses trained and furnished*"*(40)*, relates well to the letter sent to the *Craven Herald* this year from Scrummage and Charles thanking the people of Skipton for the kindnesses they had received. Scrummage, the one-time library cat, was using the local newspaper columns to inform everyone that he and his feline friend Charles had moved home.

Arthur Miller says: *"A good newspaper, I suppose, is a nation talking to itself."* It is the prime narrative of our past, the benchmark of our society, touching on the lives of all our yesterdays. In Britain, through the Newsplan 2000 project, the news will be be preserved in libraries around the country and be made even more accessible to the widest possible audience.

REFERENCES:

(1) Jantzen, Jean: *Read all about it!* www.mala.bc.ca/~soules/news/news1.htm
(2) *Floddan Field in nine fits, being an exact history of that ... battle fought ... on Floddan-Hill ... 1513.* British Library online catalogue
(3) Stephens, Mitchell: *History of newspapers* www.nyu.edu/classes/stephens/collier's%20page.htm
(4) British Library online catalogue
(5) Colliers encyclopaedia
(6) Rose and Drury *Catalogue of Books*. c1773 Advert on back endpaper
(7) xrefer: *The rise of the English newspaper* http://www.xrefer.com
(8) Colliers encyclopaedia
(9) Gordon, Ruth. *Report of the Newsplan project in the East Midlands*. British Library, 1989
(10) 1951 quoted www.historicpages.com/nprhist.htm
(11) *York Courant Feb1729/30*
(12) *Scarborough Pictorial 20 Jan 1915*
(13) *Evening News 30 June 1948*
(14) *Felix Farley's Bristol Journal 20 March 1756* http://www.fishponds.freeuk.com/brispapr.htm
(15) *Norwich Gazette or Accurate Weekly Intelligencer 28 Dec 1706*
(16) *Wensleydale Advertiser 3 Feb 1846 and 13 Oct 1846*
(17) *Darlington and Stockton Times 25 June 1904*
(18) *Exeter-Journal and Advertiser 18 March 1757*
(19) *Wensleydale Advertiser 14 April 1846*
(20) *Lincoln, Rutland and Stamford Mercury 8 July 1814*
(21) *Craven Herald Jan 1853*
(22) *Wensleydale Advertiser 17 March 1846*
(23) *Harrogate Advertiser 4 Feb 1893*
(24) *Northallerton, Thirsk and Bedale Times 2 July 1999*
(25) *Daily Advertiser 21 Sept 1757*
(26) *Yorkshire Herald Oct 1894*
(27) *Norwich Post 26 April – 3 May 1707*
(28) *Scarborough Daily Post 1 June 1898*
(29) *Harrogate Advertiser 17 June 1837*
(30) *Harrogate Advertiser 21 Jan 1893*
(31) *Lincoln, Rutland and Stamford Mercury 6 Jan 1815*
(32) *Harrogate Advertiser 27 July 1839*
(33) *Harrogate Advertiser 5 Aug 1837*
(34) *Harrogate Advertiser 27 July 1839*
(35) www.newburynews.co.uk/
(36) www.bayfair.co.uk/
(37) *Yorkshire and Humberside Use of Newspapers Survey October 2001*
(38) *Darlington and Stockton Times North Yorkshire edition 14 Sept 2001*
(39) *The Bristol Post-Boy August 5th – 12th 1704*
(40) *Huddersfield Examiner 4 May 1935*

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**048-127-E**
Division Number:	**V**
Professional Group:	**Newspapers RT**
Joint Meeting with:	**-**
Meeting Number:	**127**
Simultaneous Interpretation:	**-**

Print, language and identity: newspapers in Wales since 1804

Aled Jones
University of Wales,
Aberystwyth, UK

Before the coming of the age of the popular New Journalism in the 1890s, Welsh print culture consisted of a rich variety of monthly journals, specialist magazines, newspapers and broadsides as well as the almanacs, theological dissertations, political tracts, travel guides, biographies and fiction that made up the Welsh book trade. Nineteenth-century newspapers, however, were themselves highly diverse forms, featuring not only news items from Wales and beyond, but also letters, poems, reviews, features, short stories, serialised novels, articles on music, art, the human and natural sciences, acres of religious exegesis and, of course, square miles of political comment, theory and analysis. Much of this prodigious literary activity remains to be recovered from the five hundred or so newspaper titles which were produced in Wales during the nineteenth century, and which are now conserved in our libraries and archives. A people's literature may be said to have been buried there, and the purpose of this paper is to help in the unearthing and the appreciation of its many forms.

The origins of Welsh periodical publishing are to be found in the late seventeenth and early eighteenth centuries, when, from London and later from Shrewsbury, Thomas Jones brought out his Welsh-language *Almanac*, as well as an English-language *Collection of All the Material News*. The earliest titles printed in Wales were uncertain and highly speculative affairs, *Tlysau yr Hen Oesoedd*, produced by Lewis Morris of Holyhead in 1735, is unlikely to have survived its first number, and *Trysorfa gwybodaeth, neu eurgrawn Cymraeg*, issued by Josiah Rees in Swansea in 1770 was issued fortnightly and lasted for only three months. As in so many other respects, political and cultural, the 1790s was a decade of experimentation and renewed vigour in periodical publishing in Wales. *Y Cylchgrawn Cynmraeg* was issued by the radical activist and Baptist minister Morgan John Rhys from a variety of locations in north and west Wales, a venture which provided a model for Thomas Evans's

Miscellaneous repository, neu y drysorfa gymmysgiedig and David Davies's *Y Geirgrawn* of 1795 and 1796 respectively, both established to propagate the democratic principles of the French Revolution in Wales. Though again short lived, these efforts demonstrated the possibilities of periodical publishing and led to further, if very different, titles being produced from the turn of the nineteenth century.

The idea that the periodical press could be used to help sustain and develop communities of belief was adopted most readily not by post-enlightenment political radicals but by the leaders and members of religious denominations, whose control of the press in Wales, particularly of the Welsh-language press, was established early and remained powerful throughout the nineteenth century. In 1799, Thomas Charles of Bala and Thomas Jones of Denbigh established *Trysorfa ysprydol* and by so doing set a pattern for the Welsh denominational press which, despite the high costs of paper during the Napoleonic Wars, was followed by such titles as the monthly Wesleyan magazine *Yr Eurgrawn Wesleyaidd* in 1809 and the Baptist *Seren Gomer* in 1814. The latter marked an important departure in periodical publishing insofar as it was modelled not on the miscellaneous magazine formats of all previous Welsh-language periodicals, but on the weekly newspaper. It survived only for one year before being forced by financial pressures to revert to the safer fortnightly magazine form. Its failure prevented for twenty years any further experimentation in Welsh-language weekly newspaper journalism, but by launching *Seren Gomer*, and by devising for it a newspaper style and format in Welsh, its founder, Joseph Harris (Gomer), had established an important benchmark which later editors and journalists writing in Welsh would openly acknowledge as being the most formative for their craft.

If Welsh-language newspaper journalism emerged out of a tradition of religious periodical production in Wales, English-language journalism had more than a century of experience to draw upon. In England, editors had been refining the newspaper format since at least the 1700s, when such metropolitan and provincial newspapers as the *Daily Courant* in London and *Berrow's Worcester Journal* were first launched. The first newspapers in Wales were modelled on those earlier English ventures, beginning with the *Cambrian* in Swansea in 1804, the *North Wales Gazette* in Bangor in 1808 and the *Carmarthen Journal* in 1810. But newspapers, in whichever language, differed from magazines not only in their formats, but also in the ways in which they were financed, distributed and consumed, and required a far more commercial environment in which to flourish. Advertisements, not sales, were the key to success, and so newspapers, to have a chance to survive the high taxes imposed by successive governments on paper, advertisements and individual copies of weekly periodicals which contained 'intelligence' in the form of 'news', a concept that was being evolved - and taxed - at the time, needed to be commercially viable. Increasingly, this meant being located close to those who would advertise in their columns, such as merchants, operators of shipping lines and producers of commodity goods. In this early period, it was the commercial 'middling sort' which sustained the newspaper press, both as advertisers and readers. The larger extractive industries of coal, iron and slate did not need to advertise their wares in the pages of newspapers, and so were on the whole outside the newspaper economy. Newspapers were thus centred initially in market towns such as Swansea, Carmarthen, Bangor and Brecon, and subsequently in the industrial belts where adequate commercial funding was to be found in the shape of small manufacturers and shopkeepers, along with good distribution networks and bodies of readers. Newspaper literature thus developed in tandem with an expanding middle-class economy, reflecting both its financial realities and the changed and enlarged expectations of its writers and readers. The history of the newspaper cannot be separated from the history of the society which nourished it with funds, shaped its content and secured it the attention of readers.

Little is known about the circulation or readership figures of newspapers in Wales in the nineteenth century, other than that they fluctuated, often wildly, from place to place and from time to time. Estimates of the extent of general newspaper reading are consequently so imprecise as to be of little historical value. In any case, the numbers of copies sold by the publisher bore little relation to the actual circulation. Newspapers were purchased, in the first instance by well-off individuals, tavern keepers or reading rooms, but would then normally be sold and resold, the price decreasing day by day, until the paper had been worn out. Furthermore, newspaper production was a notoriously insecure business, and sales brought little renumeration compared to the income derived from the printing of advertisements. If a title could not rely on the early and sustained support of local advertisers, its chances of survival were slim. Bearing these limitations in mind, the rate at which new titles were established throughout the century does provide newspaper history both with a broad chronology and a very general index of the newspaper's pattern of growth.

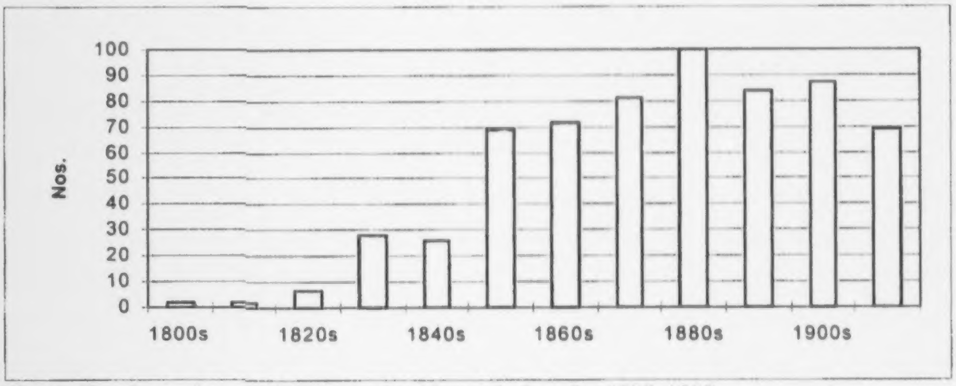


Fig. 1. Total number of titles launched in each decade, 1800-1919
***Source*: Extracted from *Report of the NEWSPLAN project in Wales* (1994)**

These figures reveal two surges of activity, one in the 1830s, when the number of new titles jumped from 7 to 28 following the reduction, after a long period of agitation, of the newspaper stamp from 4d. to 1d, the other in the 1850s, following the complete abandonment of the stamp tax in 1855, when numbers rose steeply from 26 to 69. Numbers of new titles continued to increase steadily each decade for the following thirty years, culminating in the 1880s when one hundred new titles were launched. The majority of these newspapers were published in the English language, but as the graph below demonstrates, the rate of growth of the one hundred or so new Welsh-language titles established during the nineteenth century also increased in the same critical decades.

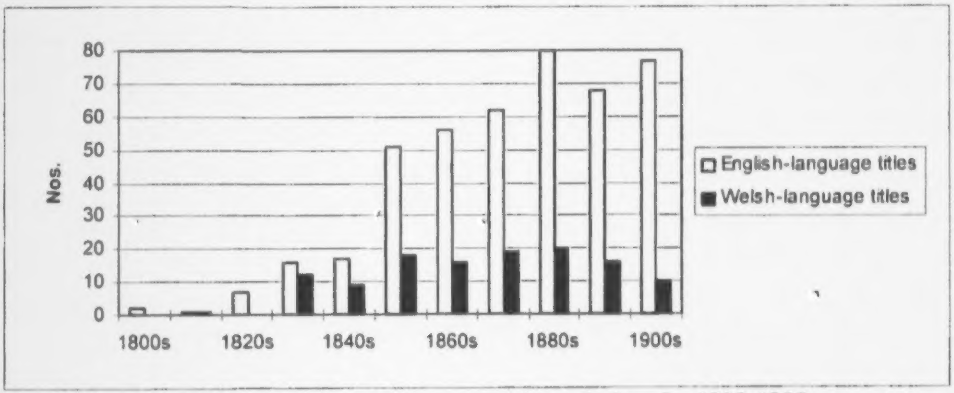


Fig. 2. Number of titles launched, by language, in each decade, 1800-1909
***Source*: Extracted from *Report of the NEWSPLAN project in Wales* (1994)**

As a proportion of all new papers launched in Wales, however, Welsh-language titles declined from 35% of the total in the1840s to a little over a quarter in the 1850s. Thereafter, the ratio of new Welsh to English titles declined from 23% in the 1860s to 19% in the 1900s. A further five Welsh-language titles were produced in each of the two English cities where substantial Welsh-speaking communities had formed, namely Liverpool and London.

The uneven nature of the newspaper's pattern of growth in Wales is explained in a number of ways. On the whole, restrictive legislation coupled with the economic conditions that obtained in Wales before the 1850s did not provide much encouragement for newspaper enterprises. Many were produced as speculative ventures by printers, often merely to attract advertising revenue to subsidise the publication of books. Of those produced at this time, only the *Monmouthshsire Merlin*, founded in Newport in 1829, the *Welshman*, issued from Carmarthen in 1832, the year of the Great Reform Act, and William Rees's *Yr Amserau*, launched in Liverpool in 1843, can be said to have been commercially successful. The preconditions for a successful newspaper enterprise, however, were transformed during the 1850s and early 1860. Most strikingly, the abolition of the Stamp Duty in 1855, together with the paper and advertising taxes in 1853 and 1861, removed fiscal constraints on periodicals carrying news throughout the United Kingdom, and newspaper publishers responded with alacrity to the new opportunities. *Yr Herald Cymraeg* appeared in Caernarfon at almost exactly the same time as the *Daily Telegraph* did in London, and for precisely the same reasons - to take advantage of the potentially lucrative free-market conditions that now obtained in newspaper publishing. For in addition to the relaxation of fiscal restrictions, newspapers in the mid-1850s became a much demanded commodity. War has always been good for journalism, and the events in the Crimea, recorded so vividly by reporters in the field such as William Howard Russell for the *Times*, fed the curiosity of new, scarcely literate readers and created a 'news hunger' which journalists have been trying ever since to satisfy.

The Denbigh printer, Thomas Gee (1815-1898), was one among many to respond to this mid-Victorian demand for news. Gee's career combines in one person the key elements that made for successful Welsh-language journalism in the ninteenth century, namely business acumen, religious faith, political commitment and, most importantly of all, a keen sense of which stories would sell. Apprenticed at his father's printshop in Denbigh, Gee started writing political articles for the press during the election of January 1834, and in December of the following year he launched *Y Cymedrolwr*, a monthly temperance journal edited by Owen Jones (Meudwy Mon). A decade later, in 1845, Gee, now fully in control of his father's business, launched *Y Traethodydd*, a new kind of literary magazine in Welsh. But realising that Wales needed 'something more of a railway and steam character than the monthlies' (the railway had reached Denbigh in 1852), Gee in 1857 launched his weekly (from 1861 twice-weekly) newspaper, *Baner Cymru*. Incorporating Gwilym Hiraethog's Liverpool-based *Amserau* in 1859, *Baner ac Amserau Cymru* swiftly became the most important and widely-read Welsh-language weekly newspaper.

But in addition to legislative reform and the stimulation provided by foreign wars, the dramatic proliferation of newspapers of both languages produced in Wales, as well as of the English newspapers that were distributed and read in Wales, reflected deeper changes in the structure of Welsh society and in the wants and expectations of its people. The geographical expansion of the press beyond the catchment areas of the printshops where they were produced was initially slow, difficult and expensive, at least until the methods of distribution were improved. But investment in roads and the building of railways during the middle of the nineteenth century, and the parallel growth of urban centres where copies could be distributed cheaply and effectively on the streets, vastly increased the potential size of the market. The growth of disposable incomes in areas of industrial employment, which enabled individuals to buy their own copies of cheap newspapers, also transformed the ways in which newspapers were consumed and ensured higher returns from sales. Such developments made newspaper enterprises more attractive to advertisers and investors, and further improved the profit margins of the successful titles. In turn, the publishers of the more profitable newspapers were able to invest in new typesetting and printing machinery, and so to strengthen further the financial reserves of the enterprise, releasing funds which could be used to exert greater influence in the market, and, eventually, to eliminate competing titles through bankruptcy or incorporation. As the century progressed, the disparity between the fortunes of the dailies (which were able to take maximum advantage of urban expansion) and the weeklies (still associated with the smaller towns and the rural areas) increased, and the economic difference between the wealthier English and the poorer Welsh-language titles became even more pronounced. The rhythms of newspaper history, therefore, are intimately related to the ebb and flow of economic and social conditions, and to the resulting shifts in the demographic balance of rural and urban populations and of Welsh and English speakers. In this economic sense, Welsh-language journalism was *structurally* disadvantaged right from the start in relation to the English-language press.

The risks involved in establishing a new title, however, were significant in whichever language it was to be printed. In the 1820s, 57% of titles failed in the year in which they were launched - a crude but vivid indicator of the extent of the overall failure rate. Fledgeling newspaper enterprises continued to be highly vulnerable to market pressures, and around a quarter of all titles failed within one year in each decade from the 1830s onwards. These failure rates reflect either the weakness of the commercial advertising base, or the absence of an adequate readership; in either case, there was evidently more enthusiasm among editors and printers to publish newspapers than there was to support and buy them, though difficulties in distributing copies may have proved decisive in a number if instances.Yet, despite the uncertain commercial climate in which newspapers were started, the very earliest titles proved to be among the most robust. The *Cambrian*, Wales's first newspaper established in 1804, survived as a separate title until 1930, whilst the *Carmarthen Journal*, which first appeared in 1810, remains extant at the time of writing. Furthermore, forty titles which remained in circulation after the Second World War had been started in the nineteenth century. Once a title had established itself in a commercial community, and was manifestly seen to be servicing the needs of its readers, the foundations of its future success had been laid.

Little direct evidence exists of the financial calculations made by Welsh newspaper publishers, but C.P.Scott's arrangements for setting up a Welsh edition of the *Manchester Guardian* in November 1892 provide an indication of the scale of the enterprise. Acknowledging that returns on outlay would be slow, Scott was advised that by offering advertising space at very low rates, the *Guardian* could successfully compete with the Liverpool papers that circulated in north and mid Wales. 'It is in the advts.' he was told, 'that we must look for a slight profit', given that the circulation would 'never be a very great figure - perhaps 10,000 at the outside'. Scott also noted that the circulation of newspapers in Wales was substantially higher in the summer than at any other time of year. It was estimated that additional linage and telegraphing costs incurred in gathering Welsh material for the Welsh edition would add up to £8 per day, which would require an average circulation of eight thousand copies per day to break even. At the time, the *Guardian* sold no more than six hundred copies a day in Wales, whereas it was estimated that the Liverpool papers were selling four and a half thousand copies each day, mainly in north Wales. Publishing a nineteenth-century Welsh newspaper was a high risk, entrepreneurial activity, where good local knowledge and careful planning was essential if the venture was to be a success.

However, while the soundness of the commercial basis of the enterprise was paramount, the newspaper market in Wales was to a significant extent mediated by social institutions. Chief among these were religious organisations and political parties, both of which served to sustain by subsidy and other means certain sections of the Welsh newspaper press. A substantial number of titles required the stimulus of religion or politics (often inseparable categories in nineteenth-century Wales) to appear in the first place, and many others could not, and would not, have survived for any length of time without this additional support. Both the Established Church and the Nonconformist denominations were actively involved in the setting up and the provision of long-term financial and moral aid to newspapers. They did so in order to take advantage of both of the propagandist and evangelical possibilities of the cheap popular news press, and in order to provide their communities of faith with a national focus, identity and a means of expression. The Anglican Church in Wales, fearful that entire sections of the weekly newspaper press had fallen into the hands of Nonconformists, made strenuous efforts to repair the damage to the Church. Robert Saunderson in Bala had launched *Y Gwyliedydd* in January 1823, a journal which sought explicitly to extend the interests of the Established Church among the monolingual Welsh. The magazine also contained news items from home and abroad, the first issue providing some coverage of the Greco-Turkish war. Other magazines, such as *Yr Haul* and *Yr Eglwysydd* followed in 1835 and 1847 respectively. The former, edited and largely written for thirty years by the indomitable David Owen (Brutus), raised polemical writing in Welsh to new and vitriolic heights. But Anglican newspapers fared less well. Attempts by the Dean of Bangor to secure funds from Canterbury and elsewhere to launch a new press offensive against Nonconformity led in 1881 to the establishment of *Y Llan* under the management of the Rev. Ellis Robert (Elis Wyn o Wyrfai), a title which shortly superseded two other Anglican newspapers established in previous decade, *Y Dywysogaeth* and *Amddiffynydd yr Eglwys*. Throughout the century, Anglicans found it an uphill struggle to sustain an active Anglican-supporting press in either magazine or newspaper formats. The Calvinistic Methodists, in contrast, flourished in both types of publication. Though privately owned and independently produced, the weekly newspaper *Y Goleuad*, launched in October 1869, provided consistent support to the denomination, acting as both an organiser and a forum of debate as well as a source of denominational and general news before it was finally purchased outright by the Calvinistic Methodist general council in July 1914. The Congregationalists, too, invested their energies in their own weekly title, *Y Dysgedydd*, started in 1821. Profits from the paper were used to provide pensions for retired ministers. It was out of Independent journalism that David Owen (Brutus) had appeared in the early 1830s, and it was with the Congregationalist David Rees (y Cynhyrfwr) of Llanelli, editor of *Y Diwygiwr*, that he was to sharpen his polemical writing during the following thirty years. *Y Tyst Cymreig*, published from 1867 by a Liverpool-based joint-stock company, the Welsh Newspaper Co., was among the most successful of the religious commercial ventures despite having to compete from 1881 with a rival Congregationalist newspaper, *Y Celt*, also produced by a limited company. The Baptists, who with Joseph Harris's *Seren Gomer* had been the first in the field in 1814, were also responsible for what was arguably the best -produced weekly Welsh-language newspaper title in the nineteenth-century, *Seren Cymru*. The involvement of minister from various denominations in the production of newspapers and magazines in Wales at this time may also reflect their higher levels of literacy and their access to a defined readership. The denominations also acted as a distribution agencies and as sources of advertising income for their 'own' newspapers. Such forms of engagement, moreover, demonstrate the ways in which religion, Established and Dissenting, served to underpin both small publishing businesses and the public use of the Welsh language during the nineteenth century.

Welsh-language journalism, however, operated also within the context of its English-language counterpart. The two journalisms, though distinct in style and vocabulary, and often in purpose, interrelated at a number of points: the same writers could be found writing for both Welsh and English language titles, they drew on similar sources of information, they depended on the same advertisers and distributors, were in some instances owned by the same proprietors, and sometimes even competed for the same readers. Furthermore, virtually all English-language titles carried some articles or poems in Welsh, or printed in English reviews and summaries of the contents of Welsh-language newspapers and journals There were, however, some important differences between Welsh-language titles and those which were printed predominantly or wholly in English. In English-language newspapers, there was less motivation, and fewer opportunities, for the direct influence of the religious bodies to be exercised. This is not to say that they were free from all external pressures. On the contrary, commercial newspapers existed in an often heightened political atmosphere, one in which journalists were seen to have important and inescapable political functions. Party leaders, however, tended to be averse to direct Party ownership of newspapers, and were positively hostile to the granting of regular Party subsidies to journalists. While wealthy individuals such as the Marquess of Bute or Lord Penrhyn or Sir Watkin Williams Wynne may have contributed to the coffers of Conservative-supporting newspapers such as the early *Western Mail* or the *Wrexham Guardian*, following the lead of Benjamin Disraeli's support for the *Press* newspaper in 1854, party leaders were on the whole suspicious of such long-term involvement, and were fearful of the financial implications of making anything more than a token gesture of support for their own backers in the press. There was also a degree of disdain felt towards the popularisers of the press, at least until the extension of the Franchise and the Redistribuiton of Seats in 1884-85, when a sudden expansion of the urban electorate required them to rethink their cultural hostility to the 'mass' and to devise new means of educating them politically. The press, the Tories, soon learnt, was a means of winning elections. The Liberals had long sensed this, and had, at least since the 1830s, been actively encouraging the liberal press. David Lloyd George, who began to contribute to newspapers under the pseudonym 'Brutus', redolent as it was of mid-nineteenth century iconoclastic journalism, and who had set up *Udgorn Rhyddid* with D.R.Daniel in Pwllheli in 1886, was heavily involved in the Welsh National Newspaper Co. in Caernarfon, publishers of *Y Genedl Gymreig, North Wales Observer* and *Y Werin*, ostensibly as the company solicitor, but in reality, as his correspondence with director W.J.Parry demonstrates, as the architect of the group's editorial policy. Lessons learnt in his involvement with the press in north Wales during and after his election to Parliament in 1890 were subsequently applied with vigorous intent to his dealings with the Fleet Street press barons. In south Wales, tensions between Liberals and Conservatives were brought into a wider public realm by means of the two main dailies, the *Western Mail* and the *South Wales Daily News*. The former was established as a Tory election sheet, and was privately funded in its early years by the Marquess of Bute before coming under the leadership of Lascalles Carr and a Board of Directors that included George Riddell (later Carr and Riddell were to purchase the *News of the World*). Its rival, owned and edited by the Duncan family until it was bought by the *Western Mail* in 1928, and edited in its late nineteenth-ventury heyday by David Davies, fought a long campaign during and between elections against Tory influence in the region. But they did so as Liberals, not as journalists in the pay of the Liberal Party. And while the *South Wales Daily News* may have been seen by miners' leader Thomas Halliday in 1874 as 'the lickspittle of the masters', the independence of the press from overt political control in both political camps was jealously guarded. Party funds were in the main offered only for electoral advertising, as sanctioned by the Corrupt and Legal Practices Act of 1883.

The daily press, first launched in Swansea in 1861 with the *Cambria Daily Leader*, created a new and less religiously or politically fragmented newspaper readership, particularly in the last quarter of the nineteenth century. The news values of the New Journalism were embraced both by the *Western Mail* and its rival, the *South Wales Daily News*. Aiming at a comprehensive coverage of sport and other forms of entertainment as well as of political and institutional affairs, the journalists of the *Western Mail*, under the skilful tutelage of Lascelles Carr and the Welsh-speaking editor, William Davies, steered the paper away from its local origins, with a circulation of some 13,000 in 1874, to the lively south Wales daily which enjoyed a circulation of nearer to 100,000 by the beginning of the First World War. Carr, like a number of other key innovators in Welsh journalism such as Robert Saunderson in Bala and John Gibson in Aberystwyth, had been born and trained in England, and brought English experience to bear on the fledgeling industry in Wales. Carr brought not only his sub-editing and managerial skills to Cardiff in the early 1870s, but injected also his Conservative politics and his democratic instincts into the ethos of the new morning newspaper, He, more than the paper's covert proprietor, the Marquess of Bute, was the talent which moulded the paper's heady if unorthodox mixture of Tory principles and a commitment to a 'national' coverage of Welsh affairs.

The two Cardiff-based morning papers not only sought to extend their readerships among existing newspaper-reading social groups, but they also consciously targeted new sectors of the market. Whilst the *South Wales Daily News* introduced a regular children's column and 'A woman's letter to women - by a Lady Journalist', the *Western Mail* issued in the 1890s an entire, eight-paged weekly 'Ladies' Own Supplement', edited, the readers were assured, 'by a Lady for Ladies' In marketing terms, the woman reader was regarded as the chief means whereby the paper would find its way into the private sphere of the home on a regular basis, and thus its purchase and consumption would be more likely to become a habit which would span the generations. The copiously illustrated women's supplement of the *Western Mail* contained pages of fashion, cookery, shopping, gardening, marriage guidance, medical and parenting advice, and fiction. Class distinctions, however, were as evident here as in any other part of the paper, for while some women were intended by the editor to read the *Western Mail* for its women's pages, and to be charmed by their impressive and attractively-packaged range of middle-class consumer goods, others were to be drawn by its 'servant girls wanted' columns, which advertised low-paid jobs for female domestic servants. Other women's pages appeared in the *South Wales Echo* and the *South Wales Radical and Nonconformist* at about this time, the latter written by Catherine Pritchard (Buddug), a leading member of the Bardic Order, and a prolific writer in both English and Welsh. The closest Welsh-language journalism came to addressing the perceived needs of this section of the readership was in the monthly journal *Y Gymraes*, edited by Evan Jones (Ieuan Gwynedd) in Cardiff in 1850-51. The weekly newspaper *Seren Cymru*, in its first issue published on 13 December 1856, had also acknowledged the neglect of women and women's concerns in Welsh journalism, and urged its female readers, with some success, to become regular correspondents.

There were no Welsh-language equivalents to such popular dailies as the *Western Mail* and the *South Wales Daily News*, although the socialist writer J.R.Derfel had spelt out as early as 1864 the means whereby such a newspaper might be launched and sustained. Neither was there much enthusiasm for the sport and scandal formulae of the New Journalism. 'Who would turn to a Welsh paper for an account of the Derby?', W.Eilir Evans wondered sarcastically in 1907. There are two reasons for the relative absence of 'popular' items in the Welsh-language press. One, without doubt, is cultural, a reflection of the extent to which the social values of Welsh Nonconformity had infiltrated the editorial mindset, and shaped the expectations of the readers, let alone controlled the publishers' purse-strings. 'Myfenydd', writing in *Y Diwygiwr* in 1874 excoriated the English-language newspaper press for 'sowing the seeds of atheism and free-thought', while praising the Welsh-language press for protecting his 'beloved nation' from being bewitched by the siren songs of dangerously alien ideas. In the same vein, John Herbert Jones described his work for *Yr Herald Cymraeg* as a means of defending 'the civilization and culture of Wales in the face of the large cities'. But another, equally compelling, reason for avoiding sport in particular was that it was expensive news to gather first-hand, and there was no guarantee that the readership, especially in rural areas, would be remotely interested in cricket or football in any case. Furthermore, buying reports second-hand from the news-agencies, and translating them into Welsh, was unlikely to make attractive reading. But it would be misleading to give the impression that Welsh-language newspapers did not print their share of the salacious. Selections from court proceedings, and translations of police news, provided, if only in surreptitious form, a window onto a far less ordered world of drunkeness, sexuality and violence. A case might even be made for the functional significance of such reports in Welsh Nonconformist newspapers, as a reminder to the reader of the presence of sin, and of the shameful consequences of giving in to temptation. Less generously, such reports might also have confirmed, strengthened even, the righteousness of the virtuous by allowing them to experience, safely and vicariously, the hell of other people's lives.

If Welsh-language weekly news journalism was in no position to compete on equal terms with its better resourced English-language near neighbour, it did, nevertheless, develop a style and a mix of content that was not noticeably different, at least in format. Roger Edwards (1811-1886), whose pioneering *Cronicl yr Oes* was published in Mold from 1835 and 1839, was the first to pick up the baton dropped by Gomer in 1815 by introducing political and social issues into religious news journalism, a development which was shortly emulated by Hugh Hughes's *Y Papur Newydd Cymraeg* in Caernarfon and Josiah Thomas Jones's *Y Gwron Cymreig* in Merthyr, all made possible by the reduction of the Stamp Duty in 1836. But it was the early commercial success of Gwilym Hiraethog's *Amserau* from 1843 that made Welsh-language newspapers a practical possibility, and which persuaded Thomas Gee of the feasibility of launching *Baner Cymru* in 1857. By the 1880s, Gee and his editors had fashioned for *Baner ac Amserau Cymru* a news format every bit as formulaic, structured and cohesive as that of the *Western Mail*, a paper which also sought a national coverage for the whole of Wales. Though not formally edited by its prolific proprietor, *Y Faner* (as it was familiarly known) was until his death in 1898 closely associated with Gee's own public persona and political ambitions.

One of the most frustrating aspects of reading nineteenth century newspapers today is that so many of those who contributed to that transformation remain unknown to us. Few Welsh writers are acknowledged in by-lines or signed articles. The anonymity of writers was carefully preserved, at least until the 1890s, in order to help ensure equally the uniformity of the text and the privacy of the author. Signature, all too often, was regarded as a sign of personal vanity. Even readers' letters were signed psedonymously, and many correspondents graced their printed missives with their bardic names. Some, such as 'Brutus', were drawn from classical texts, whilst others, such as 'Vulcan' might denote an occupation. And where 'Y Cynhyrfwr' (the agitator) or 'ap Ffarmwr' (son of the farmer, used by J.O.Jones during the Anglesey agricultural labourers' agitation) were more vividly descriptive, others, like 'Cymro Tawel' (the quiet Welshman), the *nom-de-plume* of the congenitally troublesome radical, John Thomas Morgan of Merthyr, were ironic. But even when they can be identified, little is known about the great majority of these writers. The legions of nineteenth-century Welsh newspaper writers must continue to wait for their historians. Such much-needed studies of Welsh writing might usefully begin with surveys and evaluations of serialised fiction in Welsh periodicals and newspapers. Roger Edwards, again, was among the first in the field with his serialisation of *Y Tri Brawd a'u Teuluoedd* in the monthly magazine *Y Drysorfa* in 1866-67, and in 1879 and 1880 Daniel Owen's *Y Dreflan* and *Rhys Lewis* were also serialised in the same publication. By 1890, Owen's work was being printed in serial form in the weekly newspaper *Y Cymro*. In Aberdare, the publishers of the weekly newspaper *Y Gweithiwr Cymreig* helped ensure the success of its launch in January 1885 by printing the first instalment of a novel by the journalist and Welsh-language activist, Beriah Gwynfe Evans. Evans also published his fiction in the Caernarfon weeklies *Y Werin* and *Y Genedl Gymreig* in the early 1890s, and arranged the translation of Charles Reade's popular novel *Never Too Late to Mend* for the latter in December 1890. Annie Harriet Hughes (Gwyneth Vaughan) translated other novels for serialisation in Welsh-language weeklies, including works by Henry Drummond, as well as writing prolifically under her own name. Samuel Evans, the editor of *Seren Cymru* had sensed as early as 1856 that Welsh women were talented authors, and was convinced that among such writers as Elen Egryn, Mair Gwynedd, Marged Aberteifi, Eliza Caerfyrddin and Mrs Llewelyn Llangynwyd a 'Welsh Hannah Moore or Harriet Beecher Stowe' could be teased out of obscurity by the weekly press.

The overall effects of newspapers on social behaviour was a matter that exercised a number of observers in nineteenth-century Wales. They had witnessed, if not its birth in 1804, then certainly the early growth of this native-born press, and had seen with their own eyes its expansion and proliferation. Many were fascinated by this new phenomenon, and argued amongst themselves in debating societies, reading rooms and taverns about its possible influence. William Davies and Evan Lloyd Jones jointly won the essay prize at the Cardiff Eisteddfod of 1883 for their account of 'The Periodical Literature of Wales during the present century', whilst others, such as John Davies (Gwyneddon) inquired into the condition of 'Welsh newspaper literature' ('Llenyddiaeth Newyddiadurol Cymru') in *Y Traethodydd* in 1884, as did T.M.Jones in *Llenyddiaeth Fy Ngwlad*, published in 1893. Welsh newspapers, then, were appreciated critically by their contemporaries as a form of literature, and were the active subjects of discussion as well as passive objects to be read.

However, despite the existence of such material, an enduring problem with newspaper research, that is to say research about newspapers and their conduct, is that so little extraneous evidence has survived the 'presentist' mentality of so many journalists in the past. Letters, reports and other documents and ledgers were often destroyed in the belief that the only thing worth preserving for posterity was the newspaper itself, the distillation of all the work that had contributed to its making. Consequently, much of the evidence must be drawn from copies of newspapers themselves. This presents historians with a number of additional difficulties. One is that evidence drawn from the pages of newspapers about the newspaper itself was constructed explicitly and with much deliberation by proprietors, editors and correspondents. This naturally shapes the ways historians 'read', and make use of, the newspaper press. But another difficulty for researchers is the huge volume of printed material, and the often arbitrary ways in which it is accessed. The relatively recent advent of digitized newspaper text opens up new possibilities for research, but it also contains some dangers. On the positive side, word searches on personal and place names, institutions, organizations and so forth will not only make the accessing of information easier and quicker, but will also produce new linkages through time and geographical locations, and thus will produce new forms of knowledge. I can see enormous potential, for example, for the systematic study of language change, or the reconstruction of individual lives and organizational processes. There may, however, be some significant drawbacks. First is the danger that readers will lose sight of the context, particularly at the level of the page. The serendipitous nature of reading general, juxtaposed, material, not only replicates the ways in which the text was originally intended to be read, but also informs the historian's understanding of the particular object of attention. Forms of digitised access will need to be sensitive to the general as well as to the particular. Secondly, digitization is an expensive option. My main concern is that its application should not lead to the creation of a hierarchy, with digitized texts at the top, and others deemed too troublesome or marginal left at the bottom in their paper and/or microfilm forms. I'm particularly exercised by the fact that, should this be so, the many Welsh language titles, or those with short runs, will be excluded, with all its implications for future breakthroughs in Welsh newspaper research in either language.

At the present moment, research into Welsh newspapers remains largely undeveloped. Yet the volume of newspaper material produced in Wales during the past two centuries, the synergies between the two languages, and the significant political and economic dimensions of newspaper history, not to speak of the biographical information and the literary output that remain properly to be uncovered in its pages, demands that newspapers receive more intensive historical attention. Digitisation, if applied to the newspapers of Wales, will, despite my reservations, no doubt provide some extremely helpful tools to facilitate and possibly to transform that research process. Much has been said in recent years about media and the construction of national identities, some of it, I regret to say, by myself. Increasingly, however, I am inclining to the view that what really needs to be researched is the identity in Wales of print itself. And that will take us beyond the specificities of newspapers to embrace the peculiar characteristics of Welsh print culture as a whole.

IFLA GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**164-128-E**
Division Number:	**V**
Professional Group:	**Reference Work**
Joint Meeting with:	**-**
Meeting Number:	**128**
Simultaneous Interpretation:	**Yes**

It's just a Click Away, or is it? The Challenge of Implementing Global Information Networks

Diane Kresh
Director, Public Service Collections
Library of Congress, Washington, DC
USA

As I thought about the challenges of achieving globalization in reference services, I was reminded of the story of Tantalus in Greek mythology. Tantalus, King of Sipylos, was the son of Zeus. Although he was a member of the society of the gods, his misbehavior aroused their anger, and Zeus condemned him to suffer eternally. As punishment for his misdeeds, he was condemned to hang from the bough of a fruit tree over a pool of water. When he bent to drink, the water would recede; when he reached for a fruit, the wind would blow it from his reach. The word tantalize originated from his name.

For many in the world, the World Wide Web and its promise of facilitating global access to information is like the fruit and water were to Tantalus ... unreachable because of economic policies that keep people impoverished and uneducated, government systems that oppress freedom of information, state monopolies on telecommunications systems that keep connectivity expensive, absence of electricity in rural areas, outdated technical infrastructures, and so on.

Some statistics from the annual report of the Global Digital Divide Initiative published by the World Economic Forum place this claim in context:

- there are expected to be 1 billion Internet users in 2005
- by 2003, Asia will have 200 million internet users, surpassing North America and Europe
- Industrialized countries, with only 15% of the world's population, are home to 88% of all Internet users
- more than 80% of people in the world have never heard a dial tone, let alone sent an email or downloaded information from the WWW

What can libraries and librarians do to shrink the digital divide and ensure free access to information? What role can libraries play in a world where the promise of global access to information is so integral to the health and welfare of its inhabitants? IFLA's theme for this conference "Libraries for life: democracy, diversity, delivery" would suggest that librarians do indeed have a significant role to play.

Librarians As Agents of Change

From their inception, libraries have provided local gateways to knowledge, have reflected the plurality and diversity of society and have supported the process of democratization. Information is power, and ensuring access to information is the role of the librarian, now more than ever.
Why should Libraries create networked reference services? Many of us have observed that:

- library staff are being stretched thin as demand increases and expectations of patrons continue to rise;
- patrons are increasingly at a remove from the library and expect information to be delivered to them where they are;
- reference requests are becoming more specialized, detailed, and complex and often require access to resources beyond a library's walls; and
- there is strong interest in collaboration among libraries to share resources and create better services to patrons.

Going Where the Patrons Are

Libraries today are using technology to link those in need with credible and accurate resources. QuestionPoint, begun by the Library of Congress, OCLC and partner libraries, is one of many innovative projects designed to make information available faster and better able to meet more specialized demands. And today's speakers will offer their visions of service.

The universe of information is a world that is paradoxically both immediate and unknowable. The Web has created a fundamental change in the way people collect, manage and disseminate information and acquire knowledge. Instead of a trip to the library, many researchers turn first to the Web. Few would argue, however, that many people will need the support of a trusted advisor, an intermediary in accessing, interpreting and evaluating what is available online. To keep current, library and information professionals must adapt and not feel threatened by the pace of change but embrace it and use it to imagine new and more responsive programs and services.

As the geographic borders that used to define us evaporate into wireless networks of interoperability, the greater the likelihood differences in cultural backgrounds and contexts will obscure information sending and receiving. The technical complexity of the global network will be far easier to overcome than will prevalent cultural and political prejudices and attitudes. If the events of September 11 in the United States taught us nothing else, it taught us that we must be sensitive to the perceptions of others and work hard to promote understanding and multiculturalism.

It will take time, patience and well-placed global partnerships before we can shed our blinders and interact responsibly with a world around us that is increasingly affecting each aspect of our daily lives. No library can do it all alone. And we need multiple tools and strategies. WE need standards and best practices to support interoperability; collaborations with publishers and technology producers to ensure universal access. We need to create and then nurture a culture of technical and strategic innovation so that libraries can fulfill both traditional and new library services. And finally, we need to create opportunities for professional development and training to increase our sensitivities to other cultures.

No library can or should do it all alone. Globalization can provide many benefits. It can extend 24/7 access to information, subject expertise and collections to a library patron anytime, anywhere. That is an exciting and powerful concept. But it is not without cost ... in development and implementation, in staff training, etc.

Change is hard and it costs. So there are choices to be made. And each library must reaffirm what kind and level of service it will provide to its patrons. Knowledge is power and investment in knowledge is an investment in the future. I can think of no better place than here in Scotland, the birthplace of IFLA to advance our discussion of the global library in the information age.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**004-128-E**
Division Number:	**V**
Professional Group:	**Reference Work**
Joint Meeting with:	**-**
Meeting Number:	**128**
Simultaneous Interpretation:	**Yes**

Virtual Reference Canada (VRC): A Canadian service in a multicultural environment.

Franceen Gaudet
Senior Project Officer
Virtual Reference Canada
Government On-Line Task Force
National Library of Canada
Ottawa, Canada

Nicolas Savard's
Reference Librarian
National Library of Canada
National Library of Canada
Ottawa, Canada

1- Introduction

Virtual Reference Canada (VRC) is a digital reference service using World Wide Web technology. It was initiated by the National Library of Canada (NLC) in spring 2001 and went into test mode at the start of 2002. It draws on the contribution of a wide range of Canadian libraries and allied institutions. The development of VRC owes a great deal to the pioneering work undertaken by the *Library of Congress* and its Collaborative Digital Reference Service (CDRS). We would like to highlight their contribution and extend our thanks to them. We would also like to recognize the significant funding support which we have received from both the Department of Canada Heritage and the Depository Services Program of Communication Canada.

The National Library of Canada played an active role in the development of CDRS from the service's beginnings in 1999. We are also a member of the Advisory Board of the QuestionPoint service, which was formerly CDRS. The *Reference and Information Services* of the National Library of Canada responds to questions referred from OCLC's (Online Computer Library Center) QuestionPoint service that relate to Canadian themes, and submits some questions outside its fields of specialization. OCLC has shared with the NLC the components and structure of the database of member profiles. As well, the National Library of Canada is exchanging information on VRC and on virtual reference services with, among others, the National Library of Australia and the National Library Board of Singapore.

In this paper, we are going to define Virtual Reference Canada, describe the specific characteristics of the Canadian environment in which it is developing, look at VRC as a reference service within Canada's multicultural environment and, finally, we are going to discuss the role of the National Library of Canada in its development.

2- VRC: What is it?

Establishing VRC within a specific institution requires few technical resources. In fact, it is a free service, calling for a computer, a telephone line, an e-mail address and access to the World Wide Web. VRC and the member institutions will communicate through an exchange of e-mails which inform an institution that its collaboration is requested, and through access to the special software resident at the NLC.

We will focus on three key concepts in discussing VRC: 1) the automated process; 2) collaboration between members; 3) the network of libraries and associated institutions.

- An automated process

The backbone of VRC consists of three components: software directing reference requests; member profiles in which participating institutions enter certain characteristics such as the subjects covered by their collections, the scope of this coverage, their hours of service, their language capabilities; and finally the reference questions themselves, which are also coded so that they can be routed automatically to the member institution best equipped to answer them.

Ultimately, a database of questions and answers handled by Virtual Reference Canada will be established. We anticipate that VRC members, like all end users, will be able, as well, to consult a variety of databases of Canadian questions and answers linked to VRC to obtain answers to their simple and factual questions. Our plans also include the development of automated links to interlibrary loans and cataloguing. ,

- The VRC service focuses on collaboration

The strength of VRC rests in collaboration among its members. Since libraries are having difficulties in acquiring everything relevant to the achievement of their mandates and client expectations are making reference transactions increasingly demanding, the library world needs to invent methods to remain relevant in a virtual world. Through collaboration, libraries can better serve their clients.

Degrees of collaboration already exist in the fields of cataloguing, interlibrary loans and reference service delivery. Canadian products, put out by the National Library of Canada, such as the Amicus Web catalogue, the interlibrary loan service, as well as manuals like *Interlibrary Loan Policies in Canada*, are examples of this. This collaboration already occurs internationally: for example, the implementation of the *MARC21* format and the work on *Dublin Core*.

Therefore, it seems to us that the next step is to pursue collaboration in the development of reference services. Examples of collaboration in this field in Canada include : the *Ask A Question*[1] service which involves postsecondary institutions in Alberta and very recently public libraries as well, and the Saskatchewan public libraries network[2].

- The importance of networks

We have all established networks of professional contacts. At the international level, we are forging connections by participating in conferences such as this one. In our respective countries, we are members of associations of librarians and documentalists. By communicating with colleagues in the same city and region, we have the means to allow us to do our work more effectively. VRC is another way to make contact with and stay in touch with our colleagues; it allows for participation in a cross-Canada network and opens the door to international collaboration.

VRC also intends to encourage the establishment and maintenance of links between libraries within the same region, thus fostering regional institutions. It seeks to showcase the work of these institutions in delivering service to their local residents. One of the goals of VRC is to highlight the contribution that small public libraries make to the cultural wealth and vitality of their regions.

3- VRC: A Canadian service

- Bilingual interface and multilingual service

Canada is an officially bilingual country. This official bilingualism requires institutions of the federal government to provide services in these two languages. VRC has been designed as a totally bilingual service. The interface will be available, as a choice, in either English or French. VRC is also intended to be a service capable of answering questions in languages other than English or French. Participating institutions record their linguistic characteristics in their member profiles. This includes the languages spoken by their employees and the languages of their collections as well.

- Importance of copyright

Respect for copyright is fundamental in Canadian libraries. Within the Canadian legal context, we have to consider copyright issues when dealing with a reference question. Both questions and answers can be intellectual property. Therefore, institutions involved in a reference transaction must do everything in their power to protect this intellectual property.

This has a significant impact on the way VRC operates, both in regard to the technical characteristics of the software and in regard to the agreements that participating institutions will be signing with VRC. All this is somewhat simple in a strictly Canadian environment, but is much more complex when a reference transaction crosses national borders.

- Confidentiality issues

Along with these Canadian copyright implications, we have also had to take into consideration all the issues related to protection of privacy, considering the laws of the federal, provincial and territorial governments. No component of the service should make it possible to identify the person submitting the reference question. This is even more important if this person is a minor. VRC cannot request personal information and must ensure protection of the identity of the person asking the question.

- Participating institutions

Participation in VRC is open to all Canadian reference service providers. This, therefore, will lead to the participation by public, university, special and government libraries, museums, archival centres and other information centres. The topics currently covered by members of VRC cover all aspects of Canadian society: human and social sciences, literature, pure and applied sciences, health, agriculture, government information, law, etc. VRC's management team is constantly on the lookout for new members. This ongoing recruitment will allow us to fill in the gaps, which may exist in the VRC service's thematic coverage.
The strength of VRC is the dynamism of its members. Each participating institution has characteristics, which make it unique, and it is the union of these members that creates VRC. The effect of this increased communication between various types of institutions is to improve the working methods of each and all of them as they share their various experiences.

- Forging links between Canadian collections

The scope and specific character of Canadian collections, the excellence of the service standards, and the expertise of the employees are guarantees of success. VRC enables links to be forged between these collections, fosters the sharing of resources and facilitates the dissemination of a specifically Canadian body of knowledge.

For several years Canadian libraries have faced constant reductions in their operation, recruitment and acquisitions budgets. It has become more difficult to respond to a growing number of increasingly complex questions with diminishing resources. This situation, which we readily admit is in no way an exclusively Canadian one, could be redressed by an enhanced pooling of resources. Already, Canadian university libraries are actively undertaking shared purchasing; the libraries of the federal government are doing the same, by identifying collection themes and calling upon the libraries of other departments to answer some of the questions they receive from their clients. We have also been able to implement the *Canadian National Site Licensing Project*[3] in Canada. All these are by way of examples of the pooling of the resources of Canadian libraries.

As we mentioned earlier, these reductions are also felt in fields such as the delivery of reference services. The lack of resources, financial or other, is forcing libraries to consider innovative solutions. VRC is one solution available to libraries.

- Dissemination and promotion of Canadian knowledge

Canada is an information society which creates high quality content. Certain obstacles, sometimes legal, sometimes economic, often geographic, impede the dissemination of this information. There are special collections located in libraries and other information centres which are only known to very few researchers. The participation of these institutions in VRC will promote their collections, thereby facilitating an increased dissemination of knowledge. How many small public libraries have valuable collections on the history of their area, the result of the labours of amateur historians, who cherished the historical development of their area of the country? How many documentation centres are there, possessing information on topics like literacy, AIDS, sustainable development and amateur sports, of which the population has only a limited knowledge? How many genealogical association libraries are only known by the genealogists who visit them? The list could go on for a long time.

VRC wants to attract these potential members. It wants to give these collections the publicity they deserve. By ensuring that the institution responding to a question receives the appropriate credit, it wants to promote the existence of these collections which are of incalculable national value.

4- VRC: A Canadian service in a multicultural environment

While recognizing the importance of the Aboriginal communities, Canada is a country built on the foundations of immigration. Apart from the two historical cultural groups (French and British stock), there are many representatives of other cultural communities. During the twentieth century, the West was settled by immigrants from the countries of Eastern Europe and Scandinavia; British Columbia, on the shores of the Pacific Ocean was heavily settled by immigrants from Asia, particularly China; the Atlantic provinces are populated, among others, by people of Acadian and British ancestry; Ontario and Québec, as the most highly industrialized provinces, have attracted immigrants from the four corners of the earth.

This demographic development has enriched and diversified the Canadian reality. The Canadian social fabric is one of an intriguing and fortunate complexity. Even though many families of immigrant parents are now in their second, third or fourth generation, one just as often meets those newly arrived in the country.

As is the case in most countries, the majority of these new Canadians are located in major urban centres. Libraries, such as the Toronto Public Library, the Vancouver Public Library and the Bibliothèque de Montréal serve client groups representing a multitude of cultural communities. In becoming associated with these libraries, VRC is required to provide relevant services, which take into account the specific characteristics and expectations of the various client groups.

There is much to be learned through collaboration with institutions working in Canada's major cities. For example, these institutions will provide VRC with guidance on sensitive approaches to service for client groups from cultural communities. VRC will be nothing without this national collaboration and the achievement of these objectives is merely its ultimate expression.

The pooling of collections, which we discussed earlier on, is another component allowing the service to reach all the population groups in Canada. For example, a person of Ukrainian descent who lives in Montréal will be able, with the assistance of VRC, to take advantage of the knowledge and skills associated with the collections of the public and university libraries of the Prairie provinces; an Aboriginal person living in Winnipeg will be able to draw on the collection of the resource centre of the Assembly of First Nations in Ottawa; and a person of Acadian descent will be able to use the resources of the *Centre d'études acadiennes* of the *Université de Moncton*.

Canadian libraries are aware of the work that remains to be done in order to achieve adequate service for the cultural communities. We hope that VRC is a step in the right direction, that it will allow libraries to provide services that are better adapted and that it is going to facilitate closer ties between all Canadians and their libraries.

5- What is the role of the National Library of Canada?

As the initiator of VRC, the National Library of Canada is playing a key role in its development. A team consisting of reference librarians, a systems librarian and programmers from the National Library of Canada worked to develop the VRC software and to develop the policies governing the implementation of the service.

The National Library of Canada provides the day-to-day management of VRC. This involves the review of requests for registration in VRC, the creation of member files and the maintenance of the management software for the questions and answers.

However, the NLC is not the only element of the success of VRC and, in this context, it has called upon the community of libraries and associated institutions to assume some of its management aspects and to provide guidance. One of the roles of the National Library of Canada is to support initiatives and applied research, and to contribute to the development of federal policies in areas related to library and information services in Canada. National plans and policies are developed through consultation with professional associations and colleagues working in areas such as: the information highway, resource sharing, federal government libraries, preservation and service to persons with disabilities

By facilitating communication and the exchange of services among Canadian libraries, the National Library of Canada, through VRC, is helping to bring together the community of Canadian libraries.

6- Conclusion

Canadian libraries are increasingly focusing on the establishment of networks and agreements so as to always better serve their clients. This is the environment in which Virtual Reference Canada has been established. But, we have to realize that in order to provide a service which brings information to all Canadians, a number of factors need to be considered. In this paper, we have mentioned several: linguistic duality, cultural diversity and the federal, provincial and territorial legal framework.

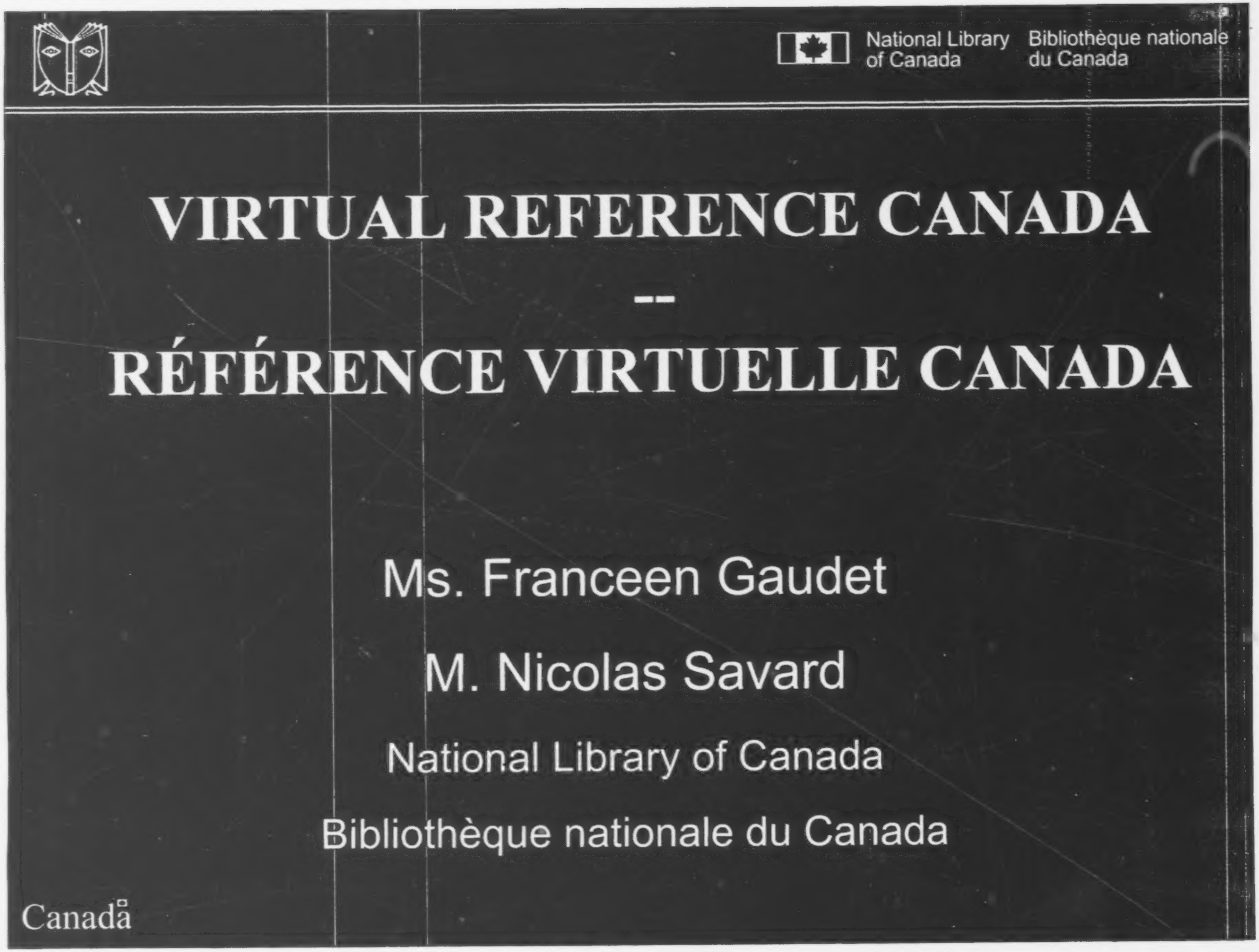
It is highly encouraging to find that the library world is not afraid to invest in itself and to transform the ways in which it operates. The work and research conducted in the virtual reference field, as well as the conferences which focus on this theme, amply demonstrate the dynamism that exists in our ranks. However, all the stakeholders working in this field are well aware that we are only just beginning and that the real work is still ahead of us. Technological changes will allow us to further transform the way we deliver our services. This being said, we should never forget that technology is only one of the means open to us in serving our clients. It is not an end in itself.

---

[1] . "Ask A Question" – Grant MacEwan College. – [Ref. dated March 1, 2002]. – Access: http://www.lrc.gmcc.ab.ca/research/ask

[2] . "Saskatchewan Libraries : Ask Us!" – Saskatchewan Libraries. – [Ref. dated March 1, 2002]. – Access : http://www.lib.sk.ca/askus

[3] . "Canadian National Site Licensing Project." – University of Ottawa. – [Ref. dated March 1, 2002]. – Access: http://www.uottawa.ca/library/cnslp



National Library of Canada Bibliothèque nationale du Canada

VIRTUAL REFERENCE CANADA
--
RÉFÉRENCE VIRTUELLE CANADA

Ms. Franceen Gaudet

M. Nicolas Savard

National Library of Canada

Bibliothèque nationale du Canada

Canadä

National Library of Canada | Bibliothèque nationale du Canada

VIRTUAL REFERENCE CANADA

- Introduction
- VRC : What is it ?
    - An automated process
    - Focus on collaboration
    - Importance of networks

Canadä

National Library of Canada Bibliothèque nationale du Canada

VIRTUAL REFERENCE CANADA

- VRC : A Canadian service
  - Bilingual interface and multilingual service
  - Importance of copyright
  - Confidentiality issues
  - Participating institutions
  - Forging links between Canadian collections
  - Dissemination and promotion of Canadian knowledge

Canadä

National Library of Canada
Bibliothèque nationale du Canada

VIRTUAL REFERENCE CANADA

- VRC : A Canadian service in a multicultural environment
- What is the role of the National Library of Canada ?
- Conclusion

Canada

National Library of Canada
Bibliothèque nationale du Canada

VIRTUAL REFERENCE CANADA

Virtual Reference Canada

c/o National Library of Canada
395 Wellington
Room 229
Ottawa, ON
K1A 0N4
CANADA

Email : vrc-rvc@nlc-bnc.ca

Web Site : http://www.nlc-bnc.ca/vrc-rvc

Canadä

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**001-128-E**
Division Number:	**V**
Professional Group:	**Reference Work**
Joint Meeting with:	**-**
Meeting Number:	**128**
Simultaneous Interpretation:	**Yes**

Cultural implications of a global context: the need for the reference librarian to ask again 'who is my client?'

Carolyn McSwiney
University of South Australia Library
Adelaide, Australia

Abstract:

Globalization provides the contextual framework for cultural changes in the library user group. In order to be more effective, and realistically, more client-focused, the reference librarian is challenged to ask again 'Who is my client?' in this changing context. This paper presents a positive and practical response to cultural change and suggests ways of moving towards understanding this context.

OVERVIEW

Taking responsibility for the library services we offer: 'their quality, their accuracy, their relevance and their appropriateness to the needs of each individual user' is what John Levett describes as the service ethic of the library profession(Levett, 1992, 6). Hence, when asking: 'Who is my client?' there is also the duty to develop an awareness of the changing context of the library user. How else can our library services be 'relevant' and 'appropriate'?

It has been suggested that the reference librarian is more eager to develop skills relating to the information resources they access, than to review their role in relation to sociological changes in the client group itself (McSwiney, 2000). One way to address this lacuna is to explore social and cultural issues more often associated with intercultural cooperation in the corporate world, and apply them to practices in information and library reference services. The paper discusses the dimensions of culture identified by sociologist Geert Hofstede in the context of organizational behaviour, and relates them in this instance to information-seeking behaviour in the context of reference work and the library.

There are three parts to the discussion. First, globalization and its related concepts are defined and presented as a contextual framework with special reference to librarianship and information management. Second, there is reference to culture-related issues and the implications these have for library professionals in a culturally diverse and transnational library context. This is relevant whether that workplace be the public library, a corporate library or a school or academic library. Finally the paper reflects briefly on approaches used by two libraries to develop the attitudes and skill-sets of information professionals to enable them to work more effectively in a work environment that is characterised by rapid change and cultural complexity.

Aims and objectives

The underlying aim of the paper is to be both positive and constructive. The specific purpose of the presentation is to

- create an awareness of the implications globalization might have for the information workplace
- identify cultural issues, influences and circumstances relating to the library user group
- add a further dimension to the understanding of cultural diversity issues and their effect on professional practice in the library, especially in relation to reference work
- indicate some ways in which libraries can and have responded positively and creatively to the cultural complexity of the library user group.

CONTEXTUAL FRAMEWORK

Concepts and related terms

Globalization has been described as a central driving force behind the rapid social, political and economic changes that are reshaping society and the world order (Held et al., 1999,7). This paper takes as its point of reference a broad interpretation of globalization as a set of processes that are perceived to be adding a supranational (overarching) dimension to our way of looking at the world and its regions. The effects of this movement extend across the social domains and influence patterns of migration, concern for the environment, sharing of popular culture and the exchange of information (Held et al., 1999; King, 1997; Giddens, 1999a).

Globalization touches on the thoughts, ideas and processes that affect our everyday lives. The media more often links the changes associated with globalization with power plays between nations, with trade advantages and exploitation leading to a widening gap between the rich and poor, and with the growing dominance of the economically advantaged.[1] However, the effects of the gathering momentum of globalization can also be felt across areas of the social domain including the environment, popular culture and the migration of peoples and communication (Held et al., 1999,2). In this sense it can be regarded constructively as a set of processes that can energize much of our thinking and professional practice.

---

[1] The widening gap between the information-rich and the information-poor is a valid concern that raises serious issues for the library and information professions. It strikes at the heart of the 'service ethic' of the librarian and one, which I trust, will be addressed elsewhere in the Conference.

Technological innovation has accompanied, and been integral to changes in global concepts, and the transformation it has effected is fundamental to the management and exchange of information. The interconnectedness that has resulted, and an accompanying sense of constant and rapid change, is particularly characteristic of the workplace of the librarian and knowledge manager. Thus taken in its broader sociological context, globalization can be seen as a source of energy for re-thinking many of the professional assumptions we make in the library/information work environment. At the level of the library user group, the cultural changes it has brought about call for a review of assumptions relating to issues such as cross-cultural communication, patterns of information-seeking and approaches to learning. These are identified and discussed further in the course of the paper.

While globalization takes as its point of reference world consciousness and world systems, internationalization focuses on the nation and the interaction between national entities. Internationalization is interpreted in this context as a response to globalization. I suggest that current policies of internationalization, for example in the Higher Education Sector, find much of their energy and context in the broader framework of globalization. In an effort to internationalize, institutions in Europe and countries of the Pacific Rim are encouraging the enrolment of international students. They also offer incentives to local students to study abroad or study as exchange students doing part or all of their studies in another culture and another country.

The internationalization of education is one positive example of globalization stimulating nations to interact and to enrich each other with fresh cultural insights and exchanges (Giddens, 1999a; 1999b). It is this notion of promoting 'fresh cultural insights and exchanges' at the micro level within the 'culture' of the library profession that is at the heart of this paper.

Ours has been described as a time of 'transformational change… when something comes about that is so radical that it alters the basic performance of our daily activities' (Hawkins & Battin, 1998, 4). Giddens (1999a) suggests that the globalization changes we are now witnessing affect almost every aspect of life and that the movement has been influenced 'above all by developments in systems of communication'. These remarkable changes in communication and innovative developments in the transfer of information can be easily linked in pragmatic library terms not only to the quantity of information available, the development of technology, and the impact of the Web and the Internet, but also account for the changing profile of the library user group.

In recognizing the impact of these developments Jose Marie Griffiths reminds the profession that there have always been 'two overriding imperatives', and that as well as 'knowledge of recorded knowledge domains', librarians need to develop their 'knowledge of the users they serve ranging from the general public in public libraries to highly specialized groups in research and special libraries' (Griffiths, 1998, 236). It is in this spirit of 'knowing the users we serve' in this period of dynamic change, that the next section identifies dimensions of culture and explores how we benefit from, and respond to these insights and exchanges.

CULTURE-RELATED ISSUES

As library and information professionals become more conscious of their role in providing a link between the information-seeker in an increasingly global social context and global information resources, a deeper understanding of the cultural changes in the library user group can lead to library services that are more effective and realistically more client-focused.

This section identifies some of the main culture-related issues that have been found to play a significant part in the context of offering reference library services in a culturally diverse library environment.

Culture is used in this context to denote 'the set of characteristics that distinguish one group from another' (Hofstede, 1994, 5). In this sense, it is, in the words of Geert Hofstede 'not only a catchword for all those patterns of thinking, feeling and acting learned throughout a person's lifetime' (described by Hofstede as 'mental programs') but also 'the ordinary and menial things in life: greeting, eating, showing or not showing feelings' (Hofstede, 1994, 4, 5). It is then in the 'ordinary' information-seeking behaviour in the library - the manner in which the questions are asked, the way in which the librarian is approached - that cultural diversity is evident.

Issues that particularly affect these library behaviour patterns are grouped in the following section under the three headings: dimensions of culture, learning styles and cross-cultural communication.

Dimensions of culture

In the context of searching for culture patterns in sub-groups of students, or, in this case, library clients, one needs to heed the warning of Ballard and Clanchy of the dangers of stereotyping behaviour patterns (Ballard & Clanchy, 1997,5,6). However, professional development programs in cultural awareness for the library staff of The University of Melbourne over several years, repeatedly confirmed that the appropriate application of the Hofstede dimensions of culture helped participants to understand and identify patterns of information-seeking in their libraries (McSwiney, Gabb & Piu, 1999). The scope of this paper allows no more than a brief overview of the theories and their application.

Hofstede studied organizational cultural differences and identified their practical implications and there is a summary of these in *Cultures and Organizations: Software of the Mind* (Hofstede, 1994). His work focuses on intercultural cooperation and its importance for survival, and is a valuable aid to understanding transcultural issues in a culturally diverse workplace. The responses of 116,000 IBM employees in over fifty countries in the 1980s were documented (Hofstede, 1994; 1986, 306). The study drew attention to key dimensions of culture that characterise various cultural groups. These dimensions have proved to be a useful tool in understanding transactions and the dynamics of the information environment (McSwiney, Gabb & Piu, 1999; McSwiney, 2001) whether it be the multi-cultural user group of the public library, the internationality that characterises the academic library community, the multi-culturalism found in the public library, or the global nature of the business community that accesses corporate libraries.

Hofstede's concepts of *power distribution*, the *individualist/collectivist* differences between cultures, and various attitudes to *uncertainty avoidance* are reflected in the information-seeking behaviour of the library user. Hofstede's theories throw some light, for example, on the cultural relativity of *power distances* displayed in patterns of library behaviour, perceived in my country of origin to be uncharacteristic of Australians. Attitudes of deference towards senior management and those with titles and status, contrast for example with the egalitarian (seemingly casual) attitude in Australia between employers and employees. Library practitioners have also reported converse situations where the position of the librarian, including the reference librarian, is perceived to be purely a clerical one (McSwiney, 1995, 128) and any opinion she/he might express beyond the location of the information or the rules governing its access, is considered to be out of order. The increased mobility of people from one region of the world to another (whether for migration, study, work or leisure) has resulted in a culturally diverse client group that represents a range of library experiences and expectations. This is so across the library sector and perceptions of professional status vary with the expectations of a fluid library client group currently in a period of dynamic change.

The continuum of *individualist and collectivist* societies mapped by Hofstede helps explain some of the group behaviour patterns and group dependency in the library particularly between co-nationals. Hofstede also found that some societies are more dependent on structures, laws and rules than others, a dimension that Hofstede termed *uncertainty avoidance* (Hofstede, 1994). This dimension is illustrated in various ways in the library, for example through the undue importance placed on examination papers by a significant number of academic and school library users, or the expectation that the librarian is there to provide a definitive answer (McSwiney, 1995, 140). This pattern of information-seeking is more often associated in the Australian context with sojourning students from Asia, while local students more typically use a self-directed independent approach. These and similar instances are generally associated with library users from those cultural regions which Hofstede studies have found to display a high level of uncertainty avoidance.

Translating Hofstede's concepts into an awareness and understanding of culture differences as they are manifest at the reference interview, results in a more effective and more satisfying interaction for the librarian and the client. The relationship between these theories and information-seeking is an area that invites further research.

Learning backgrounds

Learning backgrounds and different approaches to education are a significant factor in the effectiveness of reference services in an environment that is becoming more culturally diverse. These differences are reflected in the information-seeking behaviour of library and information client groups in corporate, public and as well as in academic library contexts. Reference librarians who take seriously their role as educators will be acutely aware of this.

Differences in learning approaches, and variations in information-seeking patterns that arise from these, are closely related to the dimensions of culture identified in Hofstede studies, and were documented by Hofstede in the 1980s in a paper *Cultural differences in teaching and learning* (Hofstede, 1986). Brigid Ballard and John Clanchy of the Study Skills Centre the Australian National University published their observations in relation to international students in Australia in 1991 and updated them in the 1997 publication *Teaching International Students* (Ballard & Clanchy, 1997). Diverse approaches to teaching and learning and differences in educational backgrounds influence the interaction that takes place in reference interviews across the library sector, but are particularly apparent in the Higher Education Sector. This is becoming more evident as the sector, particularly in Australia, makes a concerted effort to internationalise 'all aspects' of higher education (Hamilton, 1998). Ballard and Clanchy illustrated the influence of cultural attitudes to knowledge on teaching and learning strategies in their learning continuum representation (Ballard & Clanchy, 1997,12).

In 1995 it was argued that 'there are few single departments within the tertiary institutions in a position to have more significant influence on the sojourn of an international student [in Australia] than the academic library' (McSwiney, 1995,178) and Alan Bundy (1996, 149) suggested that although this is 'an almost self-evident conclusion' it was 'yet to be clearly and consistently reflected in client focus' within Australian university libraries. In the intervening years there have been exceptions, with several institutions offering their staff and international students programs designed to address their differential needs in the academic library. Some of these are outlined in the concluding section of the paper.

Perceptions of the role of the reference librarian have been found to vary according to the client's previous education experiences (McSwiney, 1994; 1995) and these perceptions are manifest in diverse attitudes to self-directed information-seeking and cross-disciplined research. Linked with the *uncertainty avoidance* dimension identified by Hofstede is the case frequently raised by those in professional practice, where students come to the library expecting to find pre-packaged 'answers' to term papers or course assignments. One librarian whose portfolio focused on international students reported that sojourning students approach the library with the expectation that the librarian will supply them with 'the book which they hope is going to be *the book*… which can supply them with *the answer'* (McSwiney, 1995,140). In Australia this is remarkable because it is juxtaposed with the approach of local students who, from the earliest stages of their school education are used to cross-disciplined referencing and self-initiated research. The perceived role of the librarian in this case is to facilitate their search for a synthesis of the knowledge. According to Ballard and Clanchy (1997), and confirmed by the theories of Hofstede (1994), a critical, analytical approach to learning and research is part of the Australian education experience, and is more common there than in many countries in Asia or South America, where memorization, rote learning and the acceptance of printed facts or 'received wisdom' is closer to the norm.

Knowledge of differences in learning traditions can thus be an effective aid to identifying the expectations of the client and linking them with those of the librarian. It is helpful in formulating the scope of the librarian's role, and helpful in explaining the reticence of some clients to initiate their own information search.

Cross-cultural communication

Three reasons for addressing issues of cross-cultural communication have been identified by Kerry O'Sullivan (1994). First he suggests one could argue that it is a worthy goal that 'should' be pursued for the sake of better understanding; second O'Sullivan argues there is a need to examine these issues for successful inter-cultural transactions to take place (it is a means to an end, especially in the business context); or third, it is 'an enjoyable, self-enriching and worthy goal' (O'Sullivan, 1994, 4).

Communication has a dual dynamic, and the librarian as well as the client has a part in the success or failure in communicating a reference transaction. In a context of cultural diversity, there are differences in communication patterns between sub-groups within the library user group, as well as between librarians themselves. In an age of extensive use of digital media, coupled with the assurance of ongoing and substantial dependence on analogue material, (Johanson, Schauder & Lim, 1998, 134) the challenges of cross-cultural communication extend across both the spoken and written word. There are particular demands to be articulate and precise when communicating effectively via electronic means.

Elements of cross-cultural communication influence reference transactions whether they take place in a local multi-cultural context or as part of an international transaction. Oral communication has its own set of challenges whether the transaction is face-to-face, by telephone, or some other form of telecommunication. Phonic and semantic accents pose peculiar problems in a country such as Australia where we take for granted that our English is 'standard' and that our accents and our use of words are universally accepted. Combine, for example, the Australian accent and local colloquialisms with library jargon and acronyms, and non-English speaking clients as well as English speakers from other regions are faced with a formidable challenge.

Online communication circumvents many of the phonic challenges encountered in face-to-face interviews, but additional problems surface when successful interactions depend solely on the written word. The circumlocution practised in some regions of the world (for example, Asia) contrasts with the direct approach (immediately getting to the heart of the matter) generally used in Western society. Here too, cultural customs and traditions account for different patterns in intercultural communication including the choice of topic, non-verbal communication and body language, the use of honorifics and related gestures of respect, the avoidance of 'loss of face', and the interpretation of what constitutes courtesy and politeness (O'Sullivan, 1994, 94). The theories of Hofstede underpin these communication patterns which in themselves demonstrate various interpretations of power distance and levels of uncertainty avoidance.

BEST COPY AVAILABLE

While in pragmatic terms it is not possible to map every response or pattern in a cross-cultural setting, it is possible to 'build the skills to interpret, evaluate and develop effective communication strategies' (O'Sullivan, 1994) and to develop a sensitivity to the cues, signals and codes used by a culturally diverse library user cohort.

RESPONSES FROM THE ACADEMIC LIBRARY

In the context presented above, the library-user brings to the reference interface a body of 'customary beliefs, social forms and material traits' (Furnham & Bochner, 1982, 173) often quite foreign to the librarian. Responding to the differential needs of the library user in a climate of global change and cultural diversity, requires new skills and heightened sensitivity from the reference librarian. It also demands from the library manager new strategies for developing these skill-sets in the library staff.

There are a number of ways in which these can be addressed. In 1997, Alan Bundy observed that the importance 'yet to be clearly and consistently reflected in the funding or client focus' in the academic libraries of the Australian universities (Bundy, 1997, 149). Since then there has been some response, though it would be hard to define it as 'clear or consistent'. A reasonable degree of diversity and autonomy that characterises each university in Australia might explain the plurality of responses to global influences and internationalization of the sector. Two examples are quoted here. The University of Melbourne between 1998 and 2000 funded a series of professional development programs in cultural awareness conducted over three years by the Victorian Transcultural Psychiatry Unit for the staff of its libraries. These programs are documented in the Australian Library Journal (McSwiney, Gabb & Piu, 1999). Addressing a different set of needs are the workshops for onshore staff and programs in library use and information literacy for staff and students conducted over the last three years offshore by library personnel of the University of South Australia.

By being pro-active in identifying and implementing research initiatives, by designing staff development programs with cultural awareness as their focus, and by investing funds and human resources in library education and information literacy programs specifically designed to address differential needs relating to cultural backgrounds, the library profession can add an important dimension to its research base and its literature. This forum and the theme of this conference are constructive steps towards this goal.

CONCLUSION

Writing under the title *Runaway World*, in the 1999 Reith Lectures, Anthony Giddens observed that the effects of global trends cannot be ignored for they impinge on our professional and personal lives as the 'first generation to live in this global, cosmopolitan society whose contours we can as yet, only dimly see' (Giddens, 1999a). Giddens believes that

> Globalization is not incidental to our lives today. It is a shift in our very life circumstances. It is the way we now live (Giddens, 1999a).

I have suggested that the cultural implications of this context call for a shift from the comfort of routine and ritualised services to a level of cultural exchange that is energising and enriching for librarian and client alike (McSwiney, 2001). It is this ideal that has driven this paper, and can inspire our efforts towards understanding the diverse and culturally complex library user cohort whose information needs we strive to meet.

The question 'Who is my client?' needs to be asked again within the framework of a rich and dynamic cultural context, and it is in consciously seeking to understand this context that the library professional will move closer to finding an answer that ensures that our services are, indeed, appropriate and relevant.

REFERENCES

Ballard, Brigid & Clanchy, John 1997, *Teaching International Students,* Deakin, ACT: IDP Education Australia.

Bundy, Alan 1996, Investing for a Future: Client-focused Australian Academic Libraries in the 1990s, *Providing Customer-Oriented Services in Academic Libraries*, Chris Pinder & Maxine Melling eds., London: Library Association Publishing, pp. 140-159.

Furnham, Adrian & Bochner, Stephen 1982, Social Difficulty in a Foreign Culture, *Cultures in Contact: Studies in Cross-cultural Interaction,* Stephen Bochner, ed., Oxford: Pergamon Press.

Giddens, Anthony 1999a, *Runaway World, BBC Reith Lectures 1999* (online), http://www.lse.ac.uk/Giddens/reith_99 (accessed 21/02/02).

Giddens, Anthony 1999b, *LSE The Director's Lectures: Politics after Socialism,* London School of Economics (online), http://www.lse.ac.uk/Giddens/lectures.htm (accessed 21/02/02).

Griffiths, Jose Marie 1998, Why the Web is not a Library, *The Mirage of Continuity: Reconfiguring academic information resources for the 21st Century*, Brian L. Hawkins & Patricia Battin. eds., Washington, DC: Council of Library & Information Resources & Association of American Universities, pp. 229-245.

Hamilton, Stuart 1998, Setting the Foundations for Internationalization of Australian Higher Education, *Education '98: the Industry Practitioners Forum, 17-19 March 1998, Sydney* (online), http://www.avcc.edu.au/news/public_statements/speeches/1998/setfound.htm (accessed 21/02/02).

Hawkins, Brian L. & Battin, Patricia. eds. 1998, *The Mirage of Continuity: Reconfiguring academic information resources for the 21st Century*, Washington, DC: Council of Library & Information Resources & Association of American Universities.

Held David, McGrew, Anthony Goldblatt, David & Perraton, Jonathan 1999, *Global Transformations: politics, economics and culture*, Oxford: Polity Press.

Hofstede, Geert 1986, Cultural Differences in Teaching and Learning, *International Journal of Intercultural Relations, 10,* pp. 301-320.

Hofstede, Geert 1994, *Cultures and Organisations: Software of the Mind,* London: Harper-Collins Business [Paperback Edition].

Johanson, Graeme, Schauder, Don & Lim, Edward 1998, Libraries in the Information Infrastructure for Humanities Scholars in Australia, *Knowing Ourselves and Others: the humanities in Australia into the 21st Century, v 3* (Reflective Essays), Canberra: Australian Research Council, Commonwealth of Australia, pp. 129-154.

Levett, John 1992, Libraries, Information Services and the Emerging Concept of a 'Duty of Care', *Priorities for the Future: Proceedings of the First National Reference and Information Service Conference and the University, College and Libraries Section Workshop on Research*, Peter Clayton & Russell McCaskie, eds., Port Melbourne: ALIA (Deakin, ACT) & Thorpe, pp. 1-8.

McSwiney, Carolyn, Gabb, Diane and Piu, Marie 1999, An [Un]Likely Partnership! Transcultural Psychiatry and Information Professionals, *Australian Library Journal, v 48, no 3,* pp .253-262. [Refereed Paper reprinted with permission from Conference Proceedings: *ISANA beyond 2000: Renewing the Vision. 9th International Student Advisers Network of Australia (ISANA) Conference, Canberra, 1-4 December 1998*].

McSwiney, Carolyn 1994, Academic Library Needs of International Students from Non-English Speaking Backgrounds in Australia, *The Australian Library Journal, v 43, no 3*, pp. 197-217.

McSwiney, Carolyn 1995, *Essential Understandings: International students, learning, libraries,* Adelaide: Auslib Press.

McSwiney, Carolyn 2000, 'Think Globally! Libraries, Cultural Diversity and the 21st Century', *Conference Proceedings: ALIA 2000: Capitalising on Knowledge* (online), Australian Library and Information Association, October 23 – 26, National Convention Centre, Canberra. http://www.alia.org.au/conferences/alia2000/proceedings/carolyn.mcswiney.html

McSwiney, Carolyn 2001, 'Global Influences: Implications for the Reference Librarian', *Symposium Proceedings: Revelling in Reference 2001: ALIA/RAISS – Reference and Information Services Section, 12-14 October, 2001. VUT Conference Centre, Melbourne,* Kingston, ACT: Australian Library and Information Association, pp. 103-108.

O'Sullivan, Kerry 1994, *Understanding Ways: Communicating Between Cultures*, Alexandria, NSW: Hale & Iremonger.

Biographical Note

Carolyn McSwiney is Australian-born and writes from a background of twenty years in education and educational administration in South Asia. Carolyn's first major research project was published as: *Essential Understandings: International students, learning, libraries*[2] and her doctoral thesis is titled: *Internationalization of the University: Implications for the Academic Library.*

---

[2] McSwiney, Carolyn. (1995). *Essential Understandings: International students, learning, libraries.* Adelaide: Auslib Press.

Cultural Implications of a Global Context:

The Need for the Librarian to Ask Again:

'Who Is My Client?'

Carolyn McSwiney

University of South Australia Library

The Library Service Ethic:

‘Taking responsibility for the services we offer:

their quality
their accuracy
their relevance and
their appropriateness
to the needs of each individual user’

Levett, 1992

Globalization is 'stimulating nations to interact and to enrich each other with fresh cultural insights and exchanges' (Giddens, 1999)

It is the notion of

promoting 'fresh cultural insights and exchanges' at the micro-level within the culture of the library profession

that is at the heart of this paper.

Global Information Reference Services

For reflection:

- Who is my client?
- Is it possible to offer equitable services?
- Are seamless services probable?

BEST COPY AVAILABLE

Review key terms:

- Globalization
- Internationalization
- Transnational Services

BEST COPY AVAILABLE

Crossing National Boundaries

Essential understandings:

- Operational Issues
- Pragmatic Issues
- Culture dimensions

BEST COPY AVAILABLE

Operational Issues

include different attitudes evident in

- Finance and Corporate Culture
  - Corporate practice, business plans, marketing
- The Law
  - Privacy, intellectual freedom, copyright, freedom of expression
- Technology
  - Infrastructure, bandwidth, support, costs

BEST COPY AVAILABLE

Pragmatic Issues

include

- Shifting print material
    - Fax, mail, email…
- Local customs
    - Holidays, work practices, time zones
- Local networks, providers
- Costs vs cost of living

BEST COPY AVAILABLE

Cultural Issues

Caution! Need to acknowledge:

- » *Complex overlays of cultures*
- » *Risk of stereotyping*

- Power distances*
- Individualist & collectivist societies*
- Risk-taking vs Uncertainty avoidance*
- Cross-cultural communication
    - *Verbal, print, electronic*

*Hofstede Dimensions 1991

BEST COPY AVAILABLE

Power Distances

The extent to which less powerful members in an organization/institution within a country or society expect and accept that power is distributed unequally

Acceptance of differences of social class, education level, occupation

Reflected in the reference transaction *in*

- *Perceptions of the librarian's education, professional standing*
- *Communication, signs of deference, use of honorifics*
- *Sensitivity to confrontation, contradiction, saving/loss of face, open criticism*

Cf Hofstede, 1991

BEST COPY AVAILABLE

Individualist/Collectivist Societies

- Individualism: societies in which the ties between individuals are loose: everyone is expected to look after him/herself (& his/her family)
- Collectivism: societies in which people are integrated into strong, cohesive in-groups

Reflected in information-seeking:

- Operate individually vs group work
- Independent approach vs wait for support
- Speak one's mind vs maintaining harmony 'at any cost'
- Task prevails over relationship vs relationship prevails over task.

Hofstede, 1991

BEST COPY AVAILABLE

Risk-taking Vs *Uncertainty Avoidance*:

'What is different is dangerous'

Reflected in a Reference Transaction *in*

- Patterns in anxiety levels… 'having a go'…or… 'playing safe'
- Critical appraisal… or…suppressing opinions
- Flexibility… or … need for structures
- Librarian/teacher/boss supposed to have all the answers… It's OK to say 'I don't know'!

cf Hofstede, 1991

BEST COPY AVAILABLE

Responding to Internationalization

- Continuing professional development
- Awareness in the workplace
- Recognition of differential needs
  Client-focused services

Corporate - public – academic library contexts

BEST COPY AVAILABLE

Global Information Reference Services

Let us ask again:

- Who is my client?
- What means can be taken to deliver equitable services?
- How possible are seamless services?

BEST COPY AVAILABLE

> ...rather than just talking about increasing global integration we should discuss basic shifts [that include] changes in our own inner consciousness and identity. Giddens, 2000

BEST COPY AVAILABLE

It is in consciously seeking

to understand the framework of this rich and dynamic cultural context

that the library professional will move closer to ensuring

that information services are indeed ‘appropriate’ and ‘relevant’.

Carolyn.McSwiney@unisa.edu.au

BEST COPY AVAILABLE

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**002-128-E**
Division Number:	**V**
Professional Group:	**Reference Work**
Joint Meeting with:	**-**
Meeting Number:	**128**
Simultaneous Interpretation:	**Yes**

"Reference work in a library system without national bibliographies and union catalogues."

Internet as a tool for reference work Experiences from the IFLA/Danida trial project in Ghana

Ruth Kondrup
Reference Librarian and Library Project Manager
State and University Library
Denmark

Abstract:

The basic ideas of the project are to establish internet connections to libraries in developing countries, to give access to information and to organise training of staff. Technical solutions with radio and microwave internet connections have been established. Access to on-line journals have been established by the PERI-programme for developing countries.

In a milieu without tradition or resources for printed bibliographies the internet can be used for reference work. It gives the librarians new possibilities and support searching of information to the users.

The start of the project

The basic ideas of the project were formulated at the IFLA Conference in 1993. A group of forward looking people from the United Kingdom, Norway, Sweden, Germany and Denmark saw the Internet as a possibility to give access to information in developing countries. For many years resources for libraries in developing countries had been cut down to a minimum. The libraries were not able to buy books and journals for their users. The question was: If internet and digitised information were available for the libraries and training of staff was organised - would some of these problems be solved?

The group formulated the basic project paper and the project was accepted by the Section for Document Delivery and Interlending as a trial project. The basic elements in the project were set up:

- electronic network links
- favourable agreements with document centres
- training of staff

The question was also – can the experiences from this trial project be used in other developing countries.

The next step was to find money to finance the project. Director Niels Mark from the State and University Library in Denmark succeeded in getting support from Danida, the Danish International Development Assistance, and a preparing seminar was arranged in Ghana in April 1996. That was organised in co-operation between the Danish Project Group and staff at the Balme Library in Ghana. Balme Library is the library for University of Ghana, that is the oldest university in Ghana. After the seminar the project took off and five university libraries and one information institute have been involved in the project (page 7). In Ghana a Steering Committee with members from all the involved libraries was organised with the librarian at Balme Library as chairman.

We started with training of staff. Six Ghanian librarians were trained at university libraries in Denmark, and they visited library co-operatives and information centres in the UK. That was in 1997. Several workshops on internet searching have been arranged in Ghana for library staff and for library users. Two computer specialists from Ghana have attended a network course in Denmark. Technical training for library staff has been organised by the system analyst at the Balme Library.

After a rather long and frustrating time with technical problems, a strong satellite internet connection from University of Ghana has been established. A library network has been installed and the involved libraries have access to the internet through this connection. Favourable agreements with access to some full-text databases have been negotiated by INASP, International Network for the Availability of Scientific Publications in London. This programme for access to information is called Programme for the Enhancement of Research Information, PERI. (more information : http://www.inasp.org.uk/peri)

Document Delivery until now

Even though we have had many technical problems in the project, internet connections from six places have been established. The connections are not stable from all sites, but we started with document delivery in the old fashioned way. Librarians in Ghana have sent requests for copies of periodical articles to five Danish university libraries. The requests have been sent by e-mail, and the copies have been returned to the Ghanian libraries by ordinary mail. About seven hundred requests a year have been sent to the involved university libraries in Denmark. The Danish libraries have been able to send copies of fifty percent of the wanted articles. In this way we have worked for four years.

The tools for the reference librarians were very few. National biblioraphies and union catalogues have not been worked out and published. The Balme Library have some CD-rom, but the newest CD-rom were from 1996. The users have had no or few possibilities to search the newest information. In 2001 the PERI programme has been started. It gives access to more than 5000 full-text online journals in science, technology, medicine, the social sciences and the humanities. It gives the reference librarians as well as the academics at the universities the possibility to make searches and print out the articles. Payment for delivery of articles, that are not available in full-texts, is included in the programme..

The resources on the internet

Information free-of-charge

With the internet connections established the users in Ghana have the same possibility for communication and information search as we have in the developed world. Classical texts, public information, information from governments, parliaments, laws, national and international organisations, some conference papers and some working papers from universities. Many reference tools like dictionaries, encyclopaedias, directories, bibliographies, catalogues, archives, gateways are available. Some publishers also give access to full-text articles free of charge. The problem is not to find information, the problem is to find the best information, to follow what is available and have an overview of the resources. *But for the libraries and the users in developing countries it will still be a problem to get access to information, that you have to pay for.*
That the internet can be used for communication is also important. You can find people and organisations, that can help you in your searching of information. You can exchange experiences with your colleagues from all over the world.

Information on Ghana

Also in Ghana a lot of information is available on the net. On the homepages of newspapers you can find the daily news. Information on all issues from the country is available. You can find cultural information, information on organisations, universities, political information etc. For instance the results from the last election in 2000 were available shortly after the election.
INSTI, Institute for Scientific and Technological Information, is involved in the project. This institute collect scientific information published in Ghana as well as information on Ghana published in other countries. You can search in their on-line catalogue. The institute also act as a document delivery centre. So Ghana *is* a part of the globalized world.

Experiences from the project

Communication

When you begin to co-operate with colleagues many routines have to be organised. Good communication is necessary, and our communication with the Ghanian colleagues has been very good just from the beginning - from the planning of the first seminar in Ghana in 1996 and the planning and the organising of the first visit in UK and Denmark in 1997. The colleagues in Ghana have been very interested in co-operating in the project. Communication problems could turn up, but only when the internet connections were down. We have had good discussions and good exchange of experiences both by e-mail and at the seminars, that have been arranged in the project-period. I have communicated just as much with the Ghanian colleagues, as I have communicated with the colleagues in the office next to me.

Interlending

Interlending was a service at the Ghanian university libraries, but not many requests had been sent to other libraries. In the Balme Library in the beginning of 1990's less than one hundred items a year were borrowed from international libraries and none were borrowed from other libraries in Ghana. From one of the other university libraries about fifteen items a year were borrowed from other libraries, and about five items were loaned to other libraries.
Naturally the experiences with document delivery were not known to all the staff, who have been involved in the project. Many were inexperienced with searching, verification and location in printed bibliographies and catalogues. Naturally, if you have not had the opportunity to work with interlending in practice, the competence have to be build up. To "read" bibliographic information and to find the relevant information for a request - this routine has to be trained. The same is the case for the administrative routines with handling of requests. The experiences from a long tradition with searching of information and interlending, that we have in the developed world, might not be the case for the colleagues in the developing countries. It means, that

the staff involved in the project have to learn the old fashioned routines at the same time, as they have to learn new routines with searching on the internet.

The internet connections
Some of the involved libraries had only few telephone lines. One of the libraries had no telephone at all. It has been too expensive for our project to install telephone lines and satellite connections. So our technical consultants at Center for Tele-Information at the Danish Technical University have looked for some other solutions for the internet connections. Instead of telephone-lines they have developed radio communication connections. Telephone lines are expensive, and when the radio communication connections have been installed, the libraries have only few running costs for their internet connections. So in the project we have tried different technological solutions. We hope that these radio connections will ensure a sustainable project after we have finished the project.
Technical solutions for remote libraries:

Technical solutions	**Capicity**	**Distance to centre**	**Costs of components**
HF radio	2,4 Kbit/s	App. 120-600 km	$ 12.000
VHF/UHF solution	33 Kbit/s	App. 60 km	$ 10.000
Line-Of-Sight microwave	2 Mbit/s	App. 15 km	$ 6.500

The idea was to test and implement cheap solutions for the connections. The project has a limited duration, so the running costs and costs for maintenance should be low. Depending on the distance to the centre, different solutions for the connections have been implemented.
The VHF/UHF connection has been implemented in one library, and we are optimistic about the functionality of this connection. The capacity can be improved, and the technicians still try to find solutions to this.
The Line-Of-Sight microwave connection has been installed in the Ghana Medical School Library, and it functions 90% of the time. It will also bee installed at INSTI. Both the VHF/UHF and Line-Of-Sight connections can be used for document delivery and searching on the net.
Unfortunately we have had many problems with the HF connection. One of the problems have been to get frequencies from the authorities, so it has been necessary to use test-frequencies. In practice we have not been able to use the HF-connection for information search. We know that it *is* able to connect to the internet, but the capacity is low and the technology has been too unreliable. Hopefully can this technology be used for voice-communication and e-mails. So in regions with no telephone-lines this solution could be used. Two of the libraries, that have tried the HF-connection, can be connected to the internet by a fibre-ring established in their region. For University for Development Studies in the North, we hope that a satellite connection to the centre on Legon can be established. But it is not possible for our project to support this connection.

Technical and organisational problems
It is no secret that we have had more technical problems than we could imagine from the beginning.
The Balme Library is the centre for the library network, and this library have had a rather good internet connection most of the time. The first connection for all the universities was a connection with the capacity of 64 Kbit/s. This connection was soon overloaded, and in 2001 a strong satellite connection has been established from the University of Ghana to an internet-provider in Denmark.
From the remote sites the main problem has been to make the connections stable. When the connections are slow or not working, it is difficult for the staff in the libraries to find the fault - it may be at the centre or it may be a local fault. Or the net is just overloaded. The problems may also come from breakdown of the power supply. That was a problem in Ghana a couple of years ago.

To handle computers is a competence, that is necessary to improve. It is also complicated to run and manage networks. The IT-staff has to monitor the functionality of severs and has to repair as soon as possible. It means that staff in the libraries depends on IT specialists. Too few IT- and network specialists are attached to the universities, and IT-skilled staff can get better wages in the private sector. I think that is a problem everywhere. As mentioned above it is difficult for staff in the libraries to find the faults, and the IT specialist at Balme Library has been overwhelmed with work.

The unstable internet connections have caused, that the implement plans have been delayed and revised several timer.

Conclusions

The ideas of the project were formulated because libraries in the developing countries had few resources for books and journals. The project is not a solution to all these problems, but it gives many resources to information to the benefit of the users.

The librarians in Ghana have difficult working conditions, and it is hard work to co-operate in a project like this. But the competence of staff has improved, and the position of libraries has been strengthened. Many ICT projects are going on in Ghana as well as in all the other African countries. All efforts will support the development in the region.

We could not have run this project without support from Danida. Danida has supported not only by funding but also with a strong interest to the ideas and visions in the project - the importance of information to developing countries.

References:

Towards a more efficient and effective interlibrary lending and document delivery in Africa : proceedings of IFLA Seminar on Interlibrary Lending and Document Delivery in Developing Countries held in Ghana, 15-17 April 1996. Ed. by Victoria Dodoo and John O. Amekuedee. Legon, Balme Library, University of Ghana, 1997.

Interlending and document delivery in developing countries : brief papers from the workshop organised by IFLA Section on Document Delivery and Interlending, held during the 64th IFLA General Conference, Amsterdam, 20 August 1998. Boston Spa. 1998.

Osei-Bonsu, M. (1998), "Interlibrary lending as an alternative means to improve resource-poor Ghanian libraries", *Jouual of interlibrary loan, document delivery & information supply*, Vol. 8, no. 3, pp. 55-73.

Kisiedu, Christine O. (1999), "Barriers in using new information technology in document delivery in the Third World : prospects for the IFLA project in Ghana", *Interlending & document supply*, Vol. 27. no. 3, pp. 108-115.

Antwi, I.K. (2000), "ILL/DD project in Ghana : the UDS experience" in Gould, Sara (ed.) *Interlending and document supply, proceedings of the 6th Interlending & Document Supply International Conference, held Pretoria, 25-29 October 1999 : empowering society through the global flow of information.* Boston Spa 2000, pp. 187-189.

Mark, Niels (2000), "The Danish financed IFLA Project in Ghana about interlending and document delivery" in Gould, Sara (ed.) *Interlending and document supply, proceedings of the 6th Interlending & Document Supply International Conference, held Pretoria, 25-29 October 1999 : empowering society through the global flow of information.* Boston Spa 2000, pp. 183-186.

Martey, A.K. (2000), "Marketing products and services of academic libraries in Ghana", *Libri*, Vol. 50, pp. 261-268

Osei-Bonsu, M. (2000), "The internet, electronic mail and the academic community in Ghana", *Libri*, vol. 50, pp 252-260

University libraries in Africa : a review of their current state and future potential. David clow, Henri Sène, Diana Rosenberg, eds. London, International African Institute, 1997. 3 vol.

Information and communication technologies (ICTs) in Africa : a review and select annotated bibliography, 1990- 2000, comp. and annotated by Catherine Nyakie Adeya. Oxford, International Network for the Availability of Scientific Publications (INASP), 2001.

IFLA/Danida newsletter, Vol. 1-, 1997- . (http://www.statsbiblioteket.dk/ifla-danida-project)

Involved university libraries in Ghana:

BEST COPY AVAILABLE

Balme Library
University of Ghana Library
Legon

University of Cape Coast
Cape Coast

University College of Education of Winneba
Winneba

Kwame Nkrumah University of Science and Technology
Kumasi

University for Development Studies
Tamale

INSTI, Institute for Scientific and Technological Information
CSIR
Accra

Involved university libraries in Denmark:

State and University Library
Aarhus

The Danish Veterinary and Agricultural Library
The Royal Veterinary and Agricultural University
Copenhagen

The Danish National Library of Science Medicine,
Copenhagen University Library
Copenhagen

Copenhagen Business School Library
Copenhagen

National Library of Education
Copenhagen

Roskilde University Library
Roskilde

Internet as a tool for reference work Experiences from the IFLA/Danida trial project in Ghana

By Ruth Kondrup

Reference Librarian and Library Project Manager

Presentation made by

Lone Hansen

Senior library advisory officer

Danish National Library Authority

The start of the project

- Basic elements in the project
  - electronic network links
  - favourable agreements with document centres
  - training of staff

Involved university libraries in Ghana

- Balme Library, University of Ghana Library
- University of Cape Coast
- University College of Education of Winneba
- Kwame Nkrumah University of Science and Technology, Kumasi
- University for Development Studies, Tamale
- INSTI, Institute for Scientific and Technological Information

Full-text databases

- INASP, International Network for the Availability of Scientific Publications in London
- Programme for the Enhancement of Research Information, PERI. (more information : http://www.inasp.org.uk/peri)

BEST COPY AVAILABLE

Involved university libraries in Denmark

- State and University Library, Aarhus
- The Danish Veterinary and Agricultural Library, Copenhagen
- The Danish National Library of Science Medicine, Copenhagen
- Copenhagen Business School Library
- National Library of Education, Copenhagen
- Roskilde University Library

Technical solution for remote libraries

Technical solution	Capacity	Distance to centre	Costs of components
HF radio	2,4 Kbit/s	App.120-600 km	$ 12.000
VHF/UHF	33 Kbit/s	App. 60 km	$ 10.000
Line-Of Sight Microwave	2 Mbit/s	App. 15 km	$ 6.500

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 005-128-E
Division Number: V
Professional Group: Reference Group
Joint Meeting with: -
Meeting Number: 128
Simultaneous Interpretation: Yes

A new role for reference librarians in Polish academic libraries in the new age of democracy.

Jolanta Wrobel
Main Library & Scientific Information Centre
Wroclaw University of Technology
Poland
E-mail: wrobel@bg.pwr.wroc.pl

Abstract:

The author details new technological changes, especially automation of libraries, which were made possible by grants received from the Andrew W. Mellon Foundation. The major changes in reference departments involved in modernizing services: collaboration with peers, access to e-journals, Internet access to on-line catalogues, databases and the creation of the first Polish on-line journal for librarians-EBIB, Eléctronic Information Bulletin for Librarians. A new initiative of a Distributed Catalogue of Polish Libraries KARO is also introduced.

After a difficult period of time in the 1980's when martial law was imposed in Poland, there were many arrests of the intelligentsia.This resulted in the emigration of a significant number of educated Poles. But, finally by 1989, there was a change in the political climate in Poland. This year was of noticeable importance in the country's long history. Radical changes in the political system as well as democratic and economic reforms were implemented. 1989 is associated with the beginning of the end of a totalitarian regime that had influenced the entire social fabric of institutions, including the libraries of

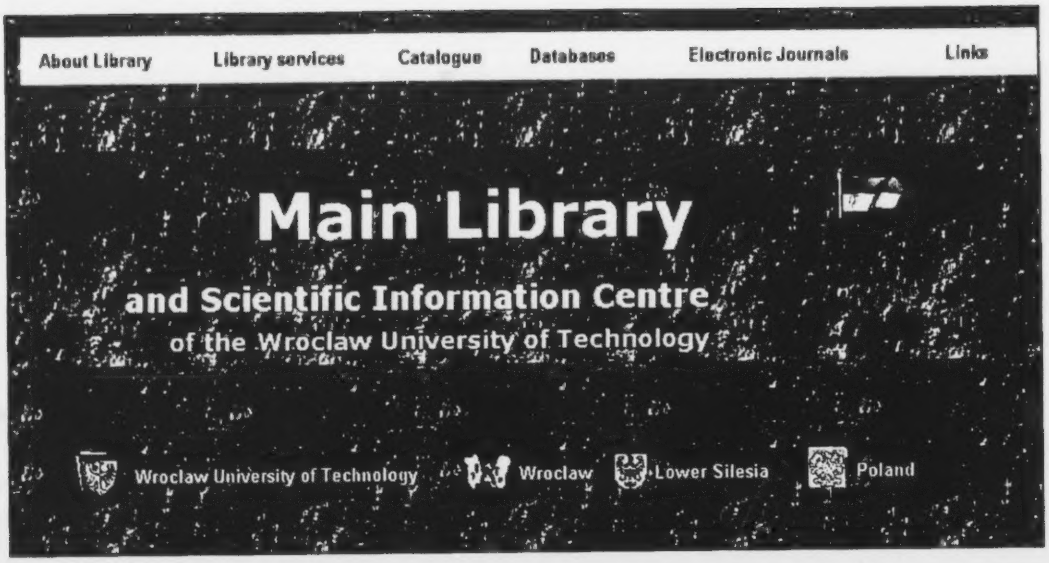
Poland. The new government abandoned old ineffective and restrictive controls on information dissemination to all media - the press, publishing houses, and libraries. This liberalization accommodated the growth of new democratic conditions and financial arrangements.

Although the changes were difficult in the beginning, gradually, step by step, very active librarians and eager information specialists perceived many new opportunities. They did not wait for new formal legislation concerning libraries and took many matters into their own hands. It soon became possible for libraries to be able to receive more publications from Western countries. Because libraries began to offer important new materials, the very role of university libraries began to change and they became more vibrant and essential. In addition, foreign programmes such as TEMPUS –Trans – European Cooperation Scheme for Higher Education developed by the Commission for the European Communities facilitated travel for Polish librarians to visit and receive training in various academic libraries in Spain, Great Britain or Germany. Thanks to a grant from the Soros Foundation Library Programme , I was selected along with four other Polish librarians to visit many American libraries, take part in a workshop for reference librarians at the Library of Congress, and to attend the Special Libraries Association Annual Meeting. After being exposed to new techniques and technologies, newly educated colleagues were now able to apply these methods in their work with library patrons. Also there emerged new possibilities for various courses for librarians within Poland itself. It was very important to be aware of organizational changes, too. Successful implementation of services and products depended on a series of strategies not taken into account in previous years. They are as follows:

1. Identification of users, their needs and expectations,
2. Quality of services offered by the library,
3. Continuous improvement of the standards of service by measuring strong and weak points of the library services.

Workshops on new databases and CD-ROM applications were very popular in the 1990s and these meetings quickly became a very good source of various other kinds of information exchange and they provided a chance for librarians to network, informally, among themselves. With time the courses had to be more selective so as not to overload and overwhelm the users.

Main Library of the Wroclaw University of Technology uses and still improves its own automated library system that unfortunately is not compatible with newer popular and professional library systems. Some academic libraries without any library systems (as was the case, in the beginning in Gdansk, Warsaw and Cracow) received financial support from the Andrew W. Mellon Foundation to automate library processes and to implement the VTLS system. The next dramatic innovation was the ability to connect to the Internet. These major technological changes have had a multiple effect and have led gradually to the growth of an "information and knowledge-based society". The tasks of library automation and connecting to the Internet in the mid-1990's were heavily dependent on mastering and applying major technological advances. Mastery of these innovations empowered library staff and reference service departments to be knowledgeable information providers. Their competence gained them new respect since they were able to deliver quickly what patrons actually needed. Reference departments began creating their own web sites displaying their new services. In most modern libraries their homepages became advertisements or promotions for their libraries. Here is the Main Library`s home page http://www.bg.pwr.wroc.pl/ .



About Library | Library services | Catalogue | Databases | Electronic Journals | Links

Main Library

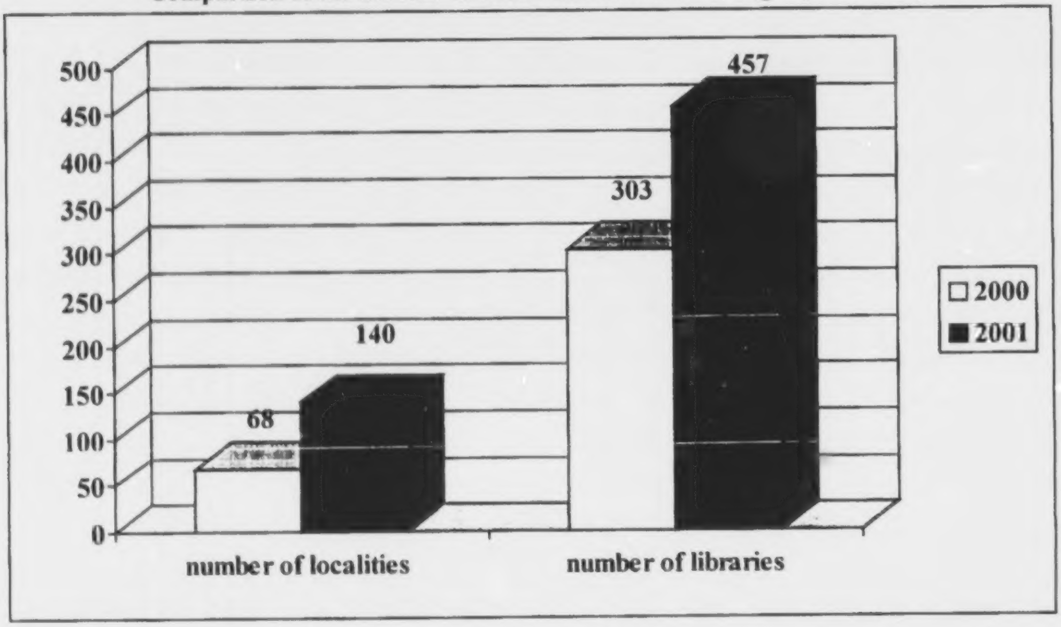
and Scientific Information Centre

of the Wroclaw University of Technology

Wroclaw University of Technology | Wroclaw | Lower Silesia | Poland

The quick increase in the number of Polish web sites is illustrated in this slide. Our data compares only two last years.

Comparison of the number of Polish Libraries Home Pages (2000-2001)



Links to databases, information about new acquisitions in the library and to University curriculum became possible. Also, the provision of Internet access to other library catalogues distributed throughout the world, to e-journals and also to free exchange of all kinds of information using e-mail and mail-based discussion forums opened many doors for Polish libraries.

BEST COPY AVAILABLE

At discounted rates possible through negotiated site licenses , major publishers such as Elsevier , EBSCO and Springer began offering to new consortia of cooperating university libraries their highly valued and expensive electronic journals. Also, the Main Library of the Wroclaw University of Technology is the coordinator of a consortium of 17 university libraries which now receive *Chemical Abstracts* and among 17 ones plus many scientific institutes of the Polish Academy of Sciences which explore *Science Citation Index Expanded* (*SCI Ex*). The reference service staff of the Main Library of the Wroclaw University of Technology is very experienced in preparing citation analyses on the basis of *SCI (Science Citation Index)* and *SCI Expanded*. Every year all University professional workers receive a customized e-mail from the library, which lists citations to all their published papers for that year, including where (in what journals) and by whom (what authors) they were cited.

An example of citation analysis according to SCI Ex 2000 for W. Bartkowiak :

BARTKOWIAK W **J PHYS CHEM A** **v.102** **p. 5236** **1998**

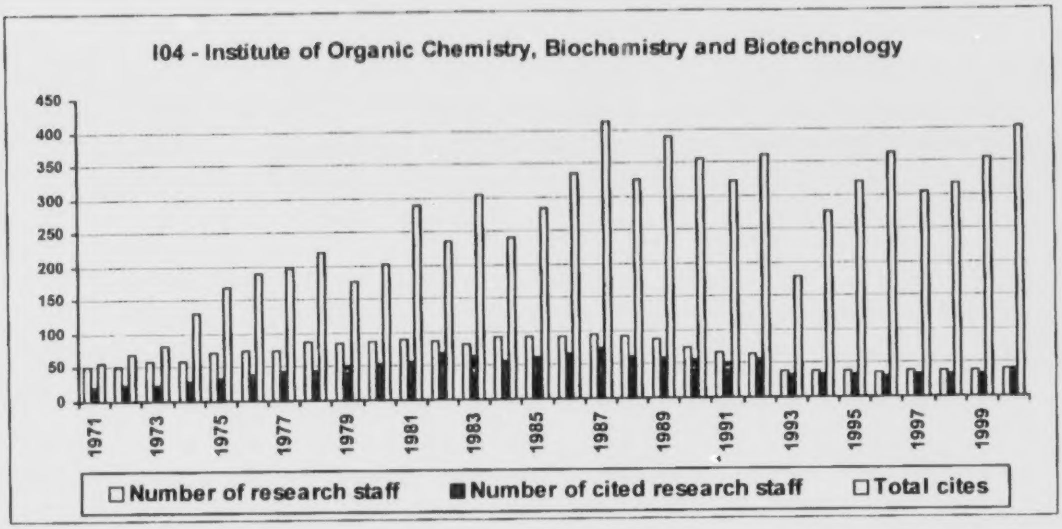
Hogiu S, Dreyer J, Pfeiffer M, et al.
Vibrational analysis and excited-state geometric changes of betaine-30 derived from Raman and infrared spectra combined with ab initio calculations
J RAMAN SPECTROSC 31: (8-9) 797-803 AUG-SEP 2000

LIPINSKI J, BARTKOWIAK W **J PHYS CHEM A** **v.101** **p.2159** **1997**

Spange S, Vilsmeier E, Fischer K, et al.
Empirical polarity parameters for various macromolecular and related materials
MACROMOL RAPID COMM 21: (10) 643-659 JUL 7 2000

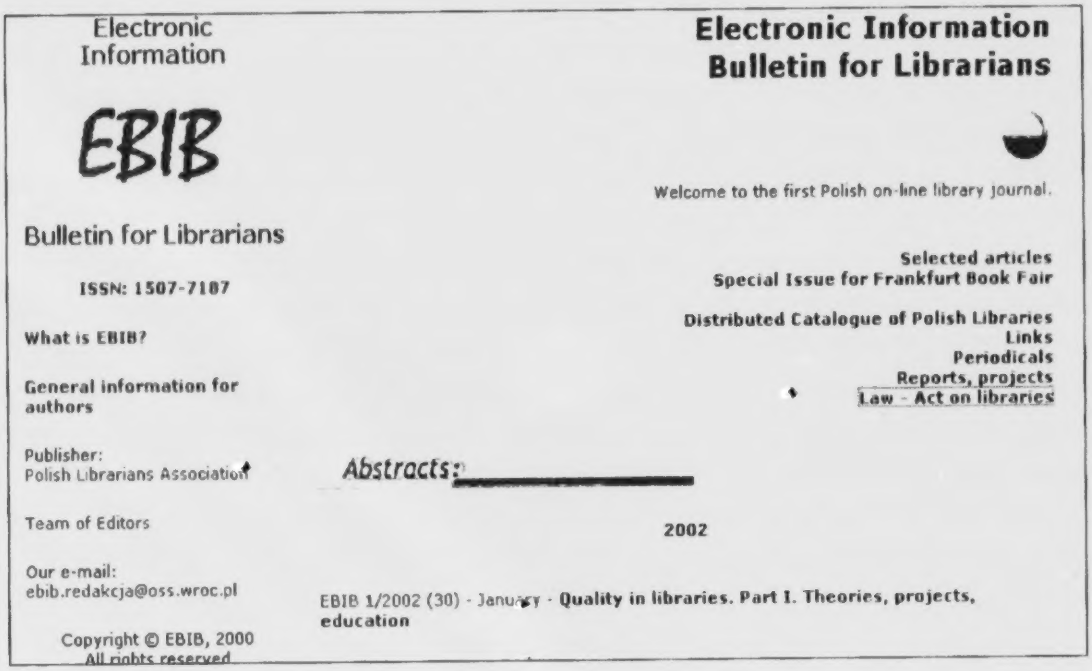
Li J, Cramer CJ, Truhlar DG
Two-response-time model based on CM2/INDO/S2 electrostatic potentials for the dielectric polarization component of solvatochromic shifts on vertical excitation energies
INT J QUANTUM CHEM 77: (1) 264-280 MAR 5 2000

Such citation analyses have been prepared at the Reference Department of the Main Library since 1971. The result of this work is a report elaborated for authorities of the University including data on citations for each organizational unit.
Here is an example of a chart from this report:



The scientists are then able to document the value of their work and use these data for promotion to a higher rank. Similar analyses are also available for the researchers of other universities in Poland.

Newly entrepreneurial librarians developed a brave and spontaneous idea. They organized a group of librarians and information specialists who had been involved, collaboratively, in creating and freely distributing service and a journal **EBIB - Electronic Information Bulletin for Librarians** http://ebib.oss.wroc.pl/ .



Electronic
Information

EBIB

Bulletin for Librarians

ISSN: 1507-7187

What is EBIB?

General information for authors

Publisher:
Polish Librarians Association

Team of Editors

Our e-mail:
ebib.redakcja@oss.wroc.pl

Copyright © EBIB, 2000
All rights reserved

Electronic Information
Bulletin for Librarians

Welcome to the first Polish on-line library journal.

Selected articles
Special Issue for Frankfurt Book Fair

Distributed Catalogue of Polish Libraries
Links
Periodicals
Reports, projects
Law - Act on libraries

Abstracts:

2002

EBIB 1/2002 (30) - January - **Quality in libraries. Part I. Theories, projects, education**

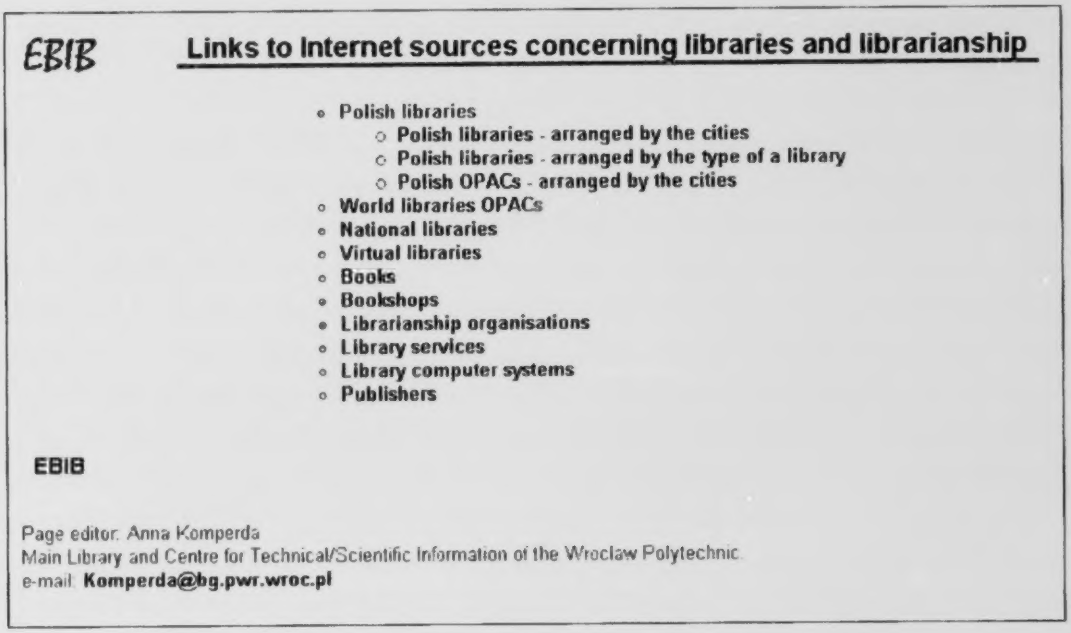
From the very beginning this was a very successful and progressive enterprise, linking cooperation and exchange of ideas and the experience of various types of libraries. The editorial board communicates easily via Internet. Innovative ideas could be generated and disseminated on the Internet in a way completely unknown before the year 1990. EBIB is a monthly on-line journal which consists of (between others):

- Articles;
- Reports;
- Communications;
- Letters;
- Polemics;

and permanent chapters:

- Conferences (information on Polish and foreign conferences for librarians);
- Law (full texts of legislation law concerning librarianship);
- Education (centres of library education on various levels);
- Periodicals (a list of Polish journals for librarians, foreign e-journals, ect.);
- Links (Polish and foreign libraries and on-line catalogues via Internet, bookstores, various library organizations or publishers);
- Grants (supporting organizations where librarians can apply to);
- Editorial news (short information about people involved in EBIB)

This is the example of one of the permanent chapter – LINKS :



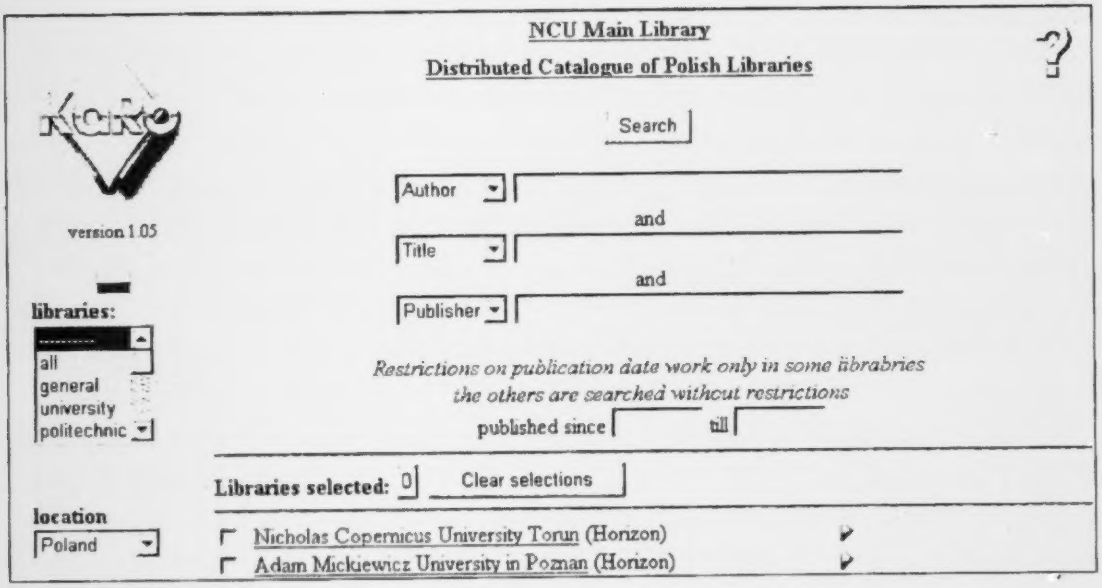
EBIB **Links to Internet sources concerning libraries and librarianship**

- **Polish libraries**
  - **Polish libraries** - **arranged by the cities**
  - **Polish libraries** - **arranged by the type of a library**
  - **Polish OPACs** - **arranged by the cities**
- **World libraries OPACs**
- **National libraries**
- **Virtual libraries**
- **Books**
- **Bookshops**
- **Librarianship organisations**
- **Library services**
- **Library computer systems**
- **Publishers**

EBIB

Page editor: Anna Komperda
Main Library and Centre for Technical/Scientific Information of the Wroclaw Polytechnic
e-mail: **Komperda@bg.pwr.wroc.pl**

Another new initiative that has been undertaken is KARO - a Distributed Catalogue of Polish Libraries http://karo.umk.pl/Karo.


NCU Main Library
Distributed Catalogue of Polish Libraries
?
version 1.05
Search
Author
and
Title
and
Publisher
libraries:
----
all
general
university
politechnic
location
Poland
Clear selections

Restrictions on publication date work only in some librabries
the others are searched without restrictions
published since ☐ till ☐

Libraries selected: 0

☐ Nicholas Copernicus University Torun (Horizon)
☐ Adam Mickiewicz University in Poznan (Horizon)

At this site, users can check for titles simultaneously, in 57 Polish libraries and some selected foreign ones. Having no access to the U.S. based OCLC or other such services yet, this distributed catalogue is also very helpful for procuring interlibrary loans.

Once libraries loaded their collections into integrated library systems such as VTLS, ALEPH, TINLIB or HORIZON they could then work on authority files. This work was not possible before in Polish libraries. With standardized authority files, it is now possible to become partners with other foreign libraries to exchange records and in this way to become more efficient and avoid duplicating descriptive work already done. Librarians, especially academic ones, now work diligently to present new media and

BEST COPY AVAILABLE

formats such as music files http://bg.uwb.edu.pl/ and even the full text of student books. http://victoria.uci.agh.edu.pl/BG/skrypty/ .

What were once only considered to be "Libraries of the Future" are now operative and providing full-media formats. Post-communist countries such as Poland have had to work especially hard to achieve modernization and to compensate for lost possibilities and lack of opportunities in the past. Information both about and found in Polish libraries is accessible thanks to new tools and this information is available with the same ease as in other Western countries. The hard work and continual technical training of librarians, their new ability to take part in international conferences such as IFLA, and the opportunity to cultivate wider contacts have all led to many modern and sophisticated changes which are benefitting users. There have been many benefits to librarians as well. Collaboration, not always easy, has brought them both personal satisfaction and rewards. Reference librarians now enjoy enhanced roles as information brokers and the library profession enjoys a new prestige.

References:

1. Komperda A., Wrobel J., EBIB – Electronic Information Bulletin for Librarians. A Journal and an Information Service, *Internet Librarian International 2001. The International Internet Conference and Exhibition for Librarians and Information Managers*. 26-28 March 2001, London, UK, pp. 109-121

2. Komperda A., Polish Libraries Web Pages. Raport 2001, *Internet in Libraries*, 10-11 December 2001, Wroclaw, Poland, http://ebib.oss.wroc.pl/matkonf/iwb/komperda.php

3. Bonusiak B., Krawczyk D., Pacholska A., Analiza cytowań prac naukowych pracownikow Politechniki Wroclawskiej za lata 1971-2000, Raport serii U nr 182.Wroclaw 2002. (Citation Analysis of Scientific Works of Wroclaw University of Technology Researchers for the Years 1971-2000. A Report of Wroclaw University of Technology no 182 ,Wroclaw 2002).

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 110-129-E
Division Number: V
Professional Group: Government Information and Official Publications
Joint Meeting with: -
Meeting Number: 129
Simultaneous Interpretation: Yes

A look at changes in government information policies after September 11

Edward T. Hart
Acquisitions/Government Documents Librarian
New England School of Law
Boston, Massachusetts, United States

Introduction

In the aftermath of September 11, governments around the globe have reassessed their security protections in light of the extreme measures that the followers of Osama bin Laden are willing to take to carry out their anti-American campaign. If civilian planes can become missiles, what other instruments of everyday life may be used to wreck destruction? In response many governments have launched campaigns to combat this new level of terrorism.

One critical area in government campaigns to combat terrorism is the management and manipulation of information. This is information which is both produced by governments and private information that governments believe will be useful in the fight against terrorism. Governments are reviewing their information policies regarding access and privacy. Some countries' policies have already been directly influenced by the events of September 11 and have changed to meet the perceived new demands of combating terrorism. There are two very important areas of information policies that have changed in many countries: access to information, whether government produced or not, and privacy from government intrusion into personal information. We will focus on access to information. Playing a critical role implementing in these measures are information specialists and librarians who are being told to deny their patrons information while at the same time being forced to surrender information long thought of as confidential.

Access to Information

Many countries have had a long tradition of providing access to information through regular publication of information and also public use of freedom of information statutes. Such practices are earmarks of a democratic government by providing a way for the people to check the actions of their governments. These measures have always been limited by such constraints as "national security" and privacy, but in the aftermath of September 11 new limitations on government information are being adopted by countries. Government agencies are arguing that a new level of scrutiny is needed, since some published information could aid the efforts of terrorists. This paper will look at the considerations and changes regarding government information made by a number of countries after September 11. We will also look at several examples of the government seeking to control private information sources, commercial and nonprofit, on grounds of security or the need to prevent "hate crimes" against threatened minority populations.

The United States government has had a history of being one of the most open governments in the world with its diverse programs for distribution of government information and freedom of information acts (FOIA). Historically, government information is distributed through the Federal Depository Libraries program, but recently the use of the internet has provided an increasing amount of direct public access to agencies' information sources. FOIA requires Federal agencies to provide answers to individuals' requests for information held by the agencies or provide statutory cause for not giving an answer. These acts almost put agencies on the defensive when information requests are made of them. We will now focus on information published by the United States government whether required by statute or as a matter of internal policy of the agencies to provide that information and how access to information has changed.[1]

In the aftermath of September 11 there was a concern over the use of published government information by terrorists to cause further damage and harm to the country. Here are just a few examples of some of the information pulled from public access according to the watchdog group OMBWatch.[2] The Department of Transportation has removed mapping information of pipelines because of the pipelines' vulnerability to attack.[3] The Environmental Protection Agency is limiting the content of and the access to its databases and requiring registration protocols to track users of the information.[4] The Federal Energy Regulatory Commission has removed its information on energy facilities from its website.[5]

It is not only from the internet that information is being removed and restricted by government agencies. The United States Geological Survey requested the removal of a CD-ROM sent to libraries through the Federal Depository Library Program run by the Government Printing Office.[6] The National Archives and Records Administration has removed access to materials within its holdings.[7]

---

[1] Publishing means any distribution or making widely available for public use of information held by the government. Means of publishing includes the federal depository program, direct issue by an agency of a printed item, or posting on the internet.

[2] See OMB Watch at http://ombwatch.org for further details of this organization and its reports on access to government information post September 11th.

[3] Office of Pipeline Safety, Department of Transportation at http://www.npms.rspa.dot.gov/data/npms_data_down.htm.

[4] OMB Watch, *Access to Government Information Post September 11th*, at http://www.ombwatch.org/article/articleview/213/1/104/ and Environmental Protection Agency, *Envirofacts*, at http://www.epa.gov/enviro/html/l ef_access.htm.

[5] David P. Boergers, Statement of Policy of Previously Published Documents, Federal Energy Regulatory Commission 97 FERC 61,030 (Oct. 11, 2001) at http://cips.ferc.fed.us/Q/CIPS/MISC/PL/PL02-1.000.TXT.

The Federal Depository Library Program (FDLP) looked at the issues of removing government information from public access in the November 15, 2001 issue of *Administrative Notes*.[8] The remarks of the Superintendent of Documents Francis J. Buckley, Jr. at the Depository Library Council Meeting on October 15, 2001 reminded the librarians that the Government Printing Office (GPO) through the FDLP seeks to carry on the statutory duties of distributing government information to the people of the United States.[9] He reminds government documents librarians, "The purpose of the Federal Depository Library Program is to make Government publications available for the free use of the general public and restricting such access is a direct violation of Title 44 [of the United States Code]."[10] Issues of distribution and content of government publications were still being reviewed by the publishing agencies at the time of the council meeting. Buckley reminded the librarians that documents have previously been requested to be removed from depository libraries, averaging a couple such requests each year over the last few decades.[11] The procedures for removing a document from a collection received through the program could only be done with permission of the Public Printer, the Superintendent of Documents, or their agents. The publishing agency could order a publication to be removed, but only the directions of the GPO and its officials should be followed concerning depository materials.[12]

Probably the most striking change in the stance of government officials was Attorney General John Ashcroft's direction to heads of all federal departments and agencies. In a memorandum he told the

---

[6] Ariana Eunjung Cha, *Risk Prompt U.S. to Limit Access to Data: Security, Rights Advocates Clash Over Need to Know*, WASHINGTON POST, Feb. 24, 2002 at A01.

[7] National Archives and Records Administration, *Access to Archival Materials in the Context of Concern about Terrorism*, at http://www.nara.gov/research/access_factsheet.html.

[8] Federal Depository Library Program Government Printing Office, ADMINISTRATIVE NOTES, Nov. 15, 2001. Available at http://www.access.gpo.gov/su_docs/fdlp/pubs/adnotes/ad111501.html.

[9] Francis J. Buckley, Jr., *Developments in the FDLP: Remarks by Francis J. Buckley, Jr., Superintendent of Documents*. ADMINISTRATIVE NOTES, Nov. 15, 2001, at 6.

[10] Ibid. Section 1902 of Title 44 of the United States Code reads:

Government publications, except those determined by their issuing components to be required for official use only or for strictly administrative or operational purposes which have no public interest or educational value and publications classified for reasons of national security, shall be made available to depository libraries through the facilities of the Superintendent of Documents for public information.

[11] Id.

[12] Id. Buckley lays out the procedure for removing a publication in his statements to Depository Library Council.

BEST COPY AVAILABLE

federal officials to resist any request for information made under FOIA procedures.[13] If an agency was to deny a request, he states, "You can be assured that the Department of Justice will defend your decisions unless they lack a sound legal basis or present an unwarranted risk of adverse impact on the ability of other agencies to protect other important records."[14] He points to the exception given to confidential advice and counsel given by lawyers in the FOIA as a reason for a denial of releasing information.[15] Supporters of FOIA have called Ashcroft's decision undemocratic. On Public Broadcasting Corporation's show *Now*, Jane Kirktley, Professor of Media Ethics and Law at the University of Minnesota, said about Ashcroft,

> What he's saying is, the deliberations of the agencies, the information that they obtain and exchange, the whole, how we get to where we are in our governmental policy is not gonna be something that will be readily available to the public. That's not democracy in my view. It may be an efficient way for a government to operate, but I don't think we can call it a democracy.[16]

In Canada, the federal government has its own debate about government information in light of the terrorist attacks. Canada's response to September 11 was the Anti-Terrorism Act of 2001 which received royal assent on December 18, 2001.[17] The act has at least three impacts on the government's information policy. First, greater allowances are given to the Attorney General in issuing certificates to prohibit the disclosure of government information in proceedings under the Canadian Evidence Act.[18] Second, limitations on telecommunication speech are extended against "spreading repeated hate messages."[19] Three, greater allowance for law enforcement to monitor telecommunications and business records for suspicious activities.[20] The first two points we will now examine while the last point will be discussed in the next section of this paper.

The government of Canada on October 15, 2001 introduced bill C-36 in the House of Commons. On October 19, 2001, Canada's privacy commissioner George Radwanski said that the bill would lead to

---

[13] Memorandum from John Ashcroft, United States Attorney General, to Heads of all Federal Departments and Agencies (Oct. 12, 2001), at http://www.usdoj.gov/foiapost/2001foiapost19.htm.

[14] Id.

[15] Id.

[16] Jane Kirktley, *Remarks on Secret Government*, NOW WITH BILL MOYERS, (April 5, 2002) (transcript at http://www.pbs.org/now/transcript/transcript_secretgov.html.).

[17] Anti-Terrorism Act, S.C. ch. 41 (2001) (Can.). Available at http://www.parl.gc.ca/37/1/parlbus/chambus/house/bills/government/C-36/C-36_4/C-36_cover-E.html.

[18] Department of Justice, *Amendments to the Anti-Terrorism Act*, at http://canada.justice.gc.ca/en/news/nr/2001/doc_27904.html.

[19] Department of Justice, *Anti-Terrorism Act Receives Royal Assent*, at http://canada.justice.gc.ca/en/news/nr/2001/doc_28215.html.

[20] Id.

"widespread denial of access to government information."[21] He pointed to the provisions of the bill concerning the Attorney General's certificates saying the bill would put "federal departments and agencies . . . entirely outside the reach of privacy law. Where a certificate is issued, privacy law would not apply at all."[22] After the passage of the bill, Val Werier wrote in the *Winnipeg Free Press*, "In an over reaction to Sept. 11, the government can now do away with any independent review and appeal under the new antiterrorist act. No longer will there be independent scrutiny to determine if secrecy is justifiable on government records."[23] There is concern that the elected Attorney General will abuse this new policy preventing independent review of requests of information disclosure by the privacy commissioners or the courts. The Canadian Association of Journalists (CAJ) stated, "the federal government's new antiterrorist legislation is a draconian step that severely limits access to government information."[24] The president of CAJ said, "Citizens use the Access to Information act routinely, and anyone who cares about government or how we are governed should be concerned."[25]

In Scotland, the issue of access to government information was debated during the Scottish Parliament's consideration of that nation's Freedom of Information (Scotland) Bill which was passed January 17, 2002.[26] It was taken for granted the public should have a right to access information held by the government; however, there was debate over limitations to this right. The Scottish National Party expressed concern over class exemptions, ministerial vetoes, and the cost of accessing information.[27] It is the use of the ministerial vetoes which impacts the topic of this paper. Can ministers use the fear of terrorism to withhold information?

The Campaign for Freedom of Information (CFOI) addressed this issue in December 2001 in its "The Ministerial Veto Overseas: Further evidence to the Justice 1 Committee on the Freedom of Information (Scotland) Bill."[28] Mention is made of the new Canadian amendment allowing a veto on grounds of security.[29] CFOI feels that no ministerial veto is necessary since several other democratic states have not included such a measure in their FOIAs.[30] The Campaign feels that government ministers should not have unchecked authority to veto information access. CFOI would not allow vetoes in relation to policy formulation, the burden of proof would be placed on ministers to show that there is a need for non disclosure, and the costs of judicial review of minister veto certificates should be met by public funds.[31] The Scottish FOIA is felt to be a model for the rest of Britain even with the problems mentioned by its detractors.[32]

---

[21] *Canada's Privacy Commissioner says Act Would Deny Access to Information*, CANADIAN PRESS, Oct. 19, 2001 at 2001 WL 29536639.

[22] Id.

[23] Val Werier, *Focus: Open Government Shuts Down*, WINNIPEG FREE PRESS, Jan. 10, 2002, at A12.

[24] Erik Denison, *Anti-terrorism legislation too restrictive: CAJ*, CBC NEWS, Oct 29, 2001. Available at http://vancouver.cbc.ca/template/servlet/View?zone=Vancouver&filename=bc_caj011029.

[25] Id.

[26] BBC News, *MSPs vote in favour of information bill*, Jan. 17, 2002 at

http://news.bbc.uk/hi/english/uk/scotland/newsvid-17650000/1765101.stm.

[27] Id.

[28] The Campaign for Freedom of Information, *The Ministerial Veto Overseas: Further evidence to the Justice 1 Committee on the Freedom of Information (Scotland) Bill*, available at http://www.cfoi.org.uk/vetopaper.pdf.

[29] Id. at 1.

Governments are also seeking to prevent the distribution of private information on grounds of security and protection of minority population. The Canadian government shut down at the request of the United States the site www.overthrow.com on grounds, described not too specifically, of sedition, hate, and terrorism.[33] The British government reportedly shut down the website of Sakina Securities because of its content of bomb making lessons for young Muslims.[34] Another site was closed down because of links with Azzam Publications urging support for Muslims and calling for donations to the Taliban.[35] The Electronic Frontier Foundation feels the post September 11 stance by many governments is causing the greatest challenge ever to freedom of speech and its related right of access to information whether provided by governments or private parties.[36] The United States military did its own preventive steps to deny the public information from private sources regarding the fight against terrorism. It took the unusual step of buying all images of Afghanistan taken by a private satellite Ikonos instead of using its authority over "shutter control" of the satellite's imaging systems. Buying the images allows the government to control them denying any use of the images like revealing military forces locations while avoiding constitutional arguments of free speech.[37]

Arguments against the restriction of government information come from a broad spectrum of individuals and organizations. Jeremiah D. Baumann, the Environmental Health Advocate for the United States Public Interest Research Group (PRIG), made a statement before the U.S. House of Representatives Committee on Transportation and Infrastructure on November 8, 2001 against some of the new restrictions on government information.[38] He argues that while the government should be taking steps to protect government information from use by a terrorist, it should not do so at the cost of lost protection of the general public. His concern deals with the Environmental Protection Agency's discontinuation of posting on the agency's web site information about chemical storage. The public can no longer keep itself informed about the possible hazards in their communities. Restricting the data makes it harder for local communities to be prepared for emergencies, including attacks by terrorists. The restriction also eliminates a check on industry by allowing it to escape scrutiny of the public. Baumann believes that the grounds for excluding publication of information already in freedom of information acts provide enough protection for security.

---

[30] Id. at 7.

[31] Id. at 7-8.

[32] BBC News, *MSPs vote in favour of information bill*, Jan. 17, 2002 athttp://news.bbc.uk/hi/english/uk/scotland/newsvid-17650000/1765101.stm.

[33] Bill White, *Canadian Feds Shut Down Overthrow.com*, INDEPENDENT MEDIA CENTER-WEBCAST NEWS, Nov. 9, 2001 at http://www.indymedia.org/front.php3?article_id=86499&group=webcast

[34] Reteurs, *Britain Closes Extremist Site*, WIRED NEWS, Oct. 4, 2001, at p://www.wired.com/news/print/0,1294,47307,00.html.

[35] Johnson Hor, *Chilling Effects of Anti-Terrorism: "National Security" Toll on Freedom of Expression*, ELECTRONIC FRONTIER FOUNDATION at http://www.eff.org/Privacy/Surveillance/Terrorism_militias/antiterrorism_chill.html#websiteshutdownothergov.

[36] Id.

[37] Duncan Campbell, *US Buys Up All Satellite War Images*, GUARDIAN, Oct. 17, 2001 at http://www.guardian.co.uk/waronterror/story/0,1361,575594,00.html.

Baumann offers three factors for determining the withholding of information. First, what is the benefit to public safety by making available to the public the information in question? Second, what type of information is being withheld, whether it is general enough to alert the public while not being specific enough to aid terrorists? Third, what is the availability of the information from other sources?[39]

Roles of Librarians

When Joy Suh, the government documents librarian at George Mason University, received a letter telling her to destroy a CD-ROM containing details of the country's water supply, she complied without hesitation, but now she worries that this move represents the beginning "of a more secretive period in American society."[40] Suh said, "I debate both sides in my mind. I see the government aspect of it. I also see how researchers and the public might need this data."[41] This dilemma faces all librarians. Librarians contend with changes in government information policies from both sides. They seek to provide full access to information for their patrons while also protecting their patrons' privacy from government intrusion.

For U.S. librarians there are concerns that the USA Patriot Act intrudes upon the confidentiality of patrons' records of use of library resources. Miriam Nisbet, the legislative counsel for the American Library Association, holds that the act gives law enforcement the right to access to business records which could include patron records kept by libraries.[42] The typical practice at American academic libraries is to destroy any record of a use of a library item after the item's return. At Cornell University, Ross Atkinson, deputy university librarian, finds it troublesome that records of patrons' transactions are kept for thirty-five days on backup tapes. These are needed in case of computer crashes and the time lag before the tapes' destruction cannot be shortened. Probably greater concerns for privacy are the probable login records kept of library users accessing electronic information resources from off campus. These records could even track what information the users are accessing.[43] Atkinson expresses concern that this act moves American society toward an Orwellian future.[44]

---

[38] Jeremiah D. Baumann, *Right to Know Details of Chemical Supplies,* CONGRESSIONAL TESTIMONY BY FEDERAL DOCUMENT CLEARING HOUSE, Nov. 8, 2001, 2001 WL 26187661.

[39] Id.

[40] Ariana Eunjung Cha, *Risk Prompt U.S. to Limit Access to Data: Security, Rights Advocates Clash Over Need to Know*, WASHINGTON POST, Feb. 24, 2002, at A01.

[41] Id.

[42] Scott Carlson and Andrea L. Foster, *Colleges Fear Anti-Terrorism Law Could Turn Them into Big Brother: Provisions about networks and library records raise privacy and academic-freedom issues,* CHRONICLE OF HIGHER EDUCATION, March 1, 2001, at A32.

During consideration of the antiterrorism bill, representatives of the American Association of Law Libraries, the American Library Association, and Association of Research Libraries addressed in an open letter to members of Congress the concerns of librarians regarding the measures being undertaken.[45] Attached to the letter was a memorandum entitled *Library Community Statement on Proposed Anti-Terrorism Measures*.[46] Directly affecting librarians were concerns about the expanded use of pen registers and tracing devices on library computer networks and the easier access to business records including library circulation records. Recommendations were made that asked that law enforcement agencies be required to continue having to meet the high standard of obtaining a court order to access information and that law enforcement searches and intrusions should be as narrowly focused as possible.[47]

In Scotland, the Scottish Library and Information Council and Scottish Library Association made a response to the proposed Freedom of Information (Scotland) Bill during the consultancy stage.[48] The council and the association felt that the adoption of the Scottish FOIA is a welcome step in meeting the public's rights to and needs for information available for government agencies. Their concerns were the cost to individual members of the public seeking information and the recognition that an information commissioner was needed to govern the FOIA's provisions and to ensure full disclosure of information allowed by law and not politics.[49]

Librarians do need to be careful of being overzealous in denying users access to information. The FDLP reminded government documents librarians that it was the only body with authority to order withdrawal of documents in libraries collections. This reminder was issued after Mary Bennett, government documents librarian at State University of New York/Oswego, sent an email to fellow librarians urging them to withdraw from their collections documents from the Nuclear Regulatory Commission. Only the United States Government Printing Office may tell government documents librarians to deny users access to government information.[50]

---

[43] Id.

[44] Id.

[45] Letter from Mary Alice Baish, Associate Washington Affairs Representative, American Association of Law Libraries; Lynne Bradley, Director, Office of Government Relations, American Library Association; and Prudence S. Adler, Associate Executive Director, Association of Research Libraries, to Members of the United States Congress 1 (Oct. 2, 2001) (available at http://www.ala.org/washoff/terrorismletter.pdf).

[46] Statement from the American Association of Law Libraries, American Library Association, and Association of Research Libraries, to the United States Congress (Oct. 2, 2001) (available at http://www.ala.org/washoff/terrorism.pdf).

[47] Id.

[48] Scottish Library and Information Council and Scottish Library Association, An Open Scotland: Freedom of Information: A Consultation: Response by Scottish Library and Information Council and Scottish Library Association, at http://www.slainte.org.uk/Slicpubs/FreedomInfo.pdf.

[49] Id.

Conclusion

The impact of September 11 on information policies of governments continues and probably will so for the foreseeable future. There is risk of providing helpful information to terrorists when governments share with the public details of government resources and the results of government studies on a nearly unlimited number of subjects. But democratic governments cannot cut off the public from government information or invade the information privacy of the public without some harm to the freedom that a democratic government allows a country to have. Librarians and information professionals need to be in the vanguard of protecting access to public information and intrusion of private information. This is a duty that every librarian around the globe should embrace and fulfill as much as they can in their libraries, in the nations, and across national borders.

---

[50] American Library Association, *GPO Turns Tables, Calls on Librarians Not to Restrict Access*, AMERICAN LIBRARIES: NEWS, March 4, 2002 at http://www.ala.org/alonline/news/2002/020304.html.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 101-129-E
Division Number: V
Professional Group: Government Information and Official Publications
Joint Meeting with: -
Meeting Number: 129
Simultaneous Interpretation: Yes

New government of change in Mexico: a new information policy?

Jesús Cortés
Associate University Librarian
Universidad Autonóma de Ciudad Juárez
Dirección General de Información y Acreditación
Subdirección General de Servicios Informativos
Juárez, Chih., México
E-mail: jcortes@uacj.mx

Abstract:

This presentation has the intention of describing what has been the information policy in Mexico during the last years, but it focuses on the changes that the present governmental regime has tried to implement. The author will describe the main projects, putting special attention in the e-Mexico project, with which the Federal Government is attempting to create a national infrastructure for the information and that will necessarily involve the effort of institutions of several sectors, including some of the United States. A wide range of factors will determine the possible success of the governmental policy and of the new projects: the country has a greater participation in an open economy, and the rearrangement of political forces has invigorated democratic life but, at the same time, it has made the approval of new laws more difficult. The author will also try to analyze the role that professional librarians have played or that are playing within these contexts.

INTRODUCTION

The aspects hereby mentioned represent the point of view of a professional librarian that works in an academic library. In the analysis of the Mexican National Information Policy, I have tried to distinguish, as recommended by Bender, Kadec and Morton (2) between what could be called national policies in matter of information and what constitutes the policy of the Federal Government. This last policy is part of the first while the national policies are, or should be, the joint responsibility of the federal government, the state government, public and private organizations and of individuals.

According to Almada (1), an information policy can be defined as: " . . . the orientations and guidelines that rule the behavior of the different sectors of groups of the society and as well as the transference of information, its availability, its access and its retrieval . . ."

1. THAT MOSAIC WHICH IS CALLED MEXICO

Mexico is a huge country, as huge as its geographic, economic, cultural and social differences. Within the few elements that keep it together, the strongest may be religion, history, [also] a strong nationalism and soccer. Table 1 shows some general data in order to help the reader to understand the situation.

Table 1

Mexico. Its main indicators

- 100 million inhabitants.
- 32 States and 2447 municipalities.
- 11th world place by population.
- 11th world place by the size of its economy.
- Per capita earned income near US $4 500.00.
- 9.5 percent are illiterate persons.
- 40% of the population lives in poverty.

Created with data from the National Institute of Statistics, Geography and Informatics

The economic development that Mexico has reached has not been accompanied by a homogenous social or cultural development. Mexico occupies place number 44 in the world with regard to the use of technology of information; place number 51 with regard to human development rate according the UN and 107Th place with regard to book reading. There is one computer for every 20 persons. (3,13)

2. LIBRARIES AND LIBRARIANS IN MEXICO

2.1. Libraries

There are more than 11,200 libraries of all kinds in Mexico, which means that there is one library for every 8,700 inhabitants. The number of libraries tripled in 1987 when the National Network of Public Libraries was created, but the number is still not enough, as well as their collections and other resources.

The poorest libraries are the school libraries which in many ways explains the poor reading habits acquired by the population. From almost 120,000 public schools at the Elementary, Middle and High School levels, which are the responsibility of the Secretary of Public Education, less than 5,000 have their own library.

With regard to the their collections, the network of public libraries holds near 60 million books which are consulted more than 194 million times a year. This means that there is one book for each two inhabitants, while the average of consulting hardly reaches two books per year per patron. Another serious problem is that more than 90 per cent of the patrons that visit the public libraries are students or faculty; an ordinary citizen hardly ever visits these places.

Moreover, an important problem that exists in many areas, and that also exists in Libraries is centralization. The libraries located in the capital of the country are the ones that count with the best resources and the greater influx of patrons as well. Table 2 shows some basic data in order to understand the development of libraries in the country.

Table 2

Mexico. General library development data

- 11,200 libraries of all types.
- 6,100 Public libraries.
- 90% of the municipalities of the country have public libraries .
- Around 3,000 professional librarians.
- 6 Colleges with a bachelor in librarianship.
- 2 Colleges with masters degree in Information Science.
- 1 College with Ph D. Program.

Data from Fernandez Valverde

On the other hand, academic libraries or university libraries are the ones that have reached a greater development, especially from the year 1990, when special funds were provided by the federal government in order to modernize college education. In many cases, the academic libraries encourage library development.

2.2. Librarians

There is no reliable data with regard to the number of professional librarians in Mexico; however, the estimation of Fernandez Valverde (5) is that it probably does not exceed 3,000 librarians. This means that more than 8,000 new librarians will be needed in order to have at least one professional of them at each of the existing libraries. But some of the authorities consider that the deficit of professional librarians surpasses 20,000, a deficit that will never be covered with the 120 professional librarians graduating each year from the six colleges offering that major.

3. POLITICAL TRANSITION

In July of 2000 a historic event took place in Mexico when, for the first time in more than 70 years, the candidate of one of the opposition parties won the presidency of the country. During his campaign, the new President, President Fox had called himself the candidate of change, which caused the population to have strong expectations of radical transformation in several aspects of national life.

In reality, it is not true that the 70 years of government of the previous political party were all the same. Probably, one of the reasons of its permanency was its capacity of renovation. Each new president tried to imprint his personal taste on his own government; the country was reinvented each six years.

Many of the changes promised by Vicente Fox, after 18 months of presidency, have not been accomplished. Within the reasons we find the adverse economic world context. Moreover, Fox does not have the Congress on his side. We could say that there is not even clear support from the political party that brought him to the presidency.

4. GOVERNMENTAL INFORMATION POLICY

4.1 Background

Through the years, there have been some advances in Mexico in matter of information. The following table mentions some of the key moments.

Table 3
Key moments in the development of information policies

1867 The National Library is established.
1932 The National Library of Periodicals is created.
1965 Establishment of Legal Deposit.
1970 Creation of the National Council of Science and Technology.
1976 CONACYT [National Council of Science and Technology] defines the creation of a Nationa System of Scientific and Technological Information.
1983 Establishment of the National Institute of Statistics, Geography and Informatics.
1987 By presidential decree the National Network of Public Libraries is established.
1987 Seminar in National Information Policies for Research and Development takes place.
1988 Publication for the first time a General Libraries Law.
1998 Updating of the Legislation in matter of Authorship (copyright).
2002 The Federal Act of Transparency and Access to Public Governmental Information is approved.

Data provided by Lau.

4.2 Education Policy

This is one of the areas in which the population had greater expectations from President Fox. The National Plan of Development for his term establishes that "The government of the Republic considers Education as the first and the highest priority for the development of the country."(9)

Today, it could be said that a noticeable increase in educational resources have not taken place; however, programs have been established to increase the quality of education as well as scholarships in order to ease access to the population with fewer resources.

4.3 Cultural Policy

The Governmental Cultural Policy is the responsibility of the Ministry of Education, and libraries are still seen as tools to integrate the national culture. This is the reason why the National Network of Public Libraries reports to the same governmental structure that promotes nationwide cultural activities. It will still be necessary to analyze the cultural policy in order to have an idea of the support that the public libraries will have. In this sense, the expectations seem good, the government established that the cultural policy will turn around reading promotion, which does not imply any innovation because the previous president named year 2000 as Reading Year.

4.4 The National Network of Public Libraries.

The current government has plans to create around 1,100 libraries within the next five years. One of the new trends consists in "ciudadanizar" [promoting citizen participation] in its operation through the foundation of associations' pro-public libraries. This is certainly positive as a way of attracting a greater attention for the development of libraries and for seeking alternative resources, but, on the other hand, it could also constitute a way to stop receiving financial governmental support. The formation of a Council of the National Network of Public Libraries is also foreseen that was never created although it was mentioned in the General Library Law. This consultative body would constitute an important support for the Network's functions.

4.5 The National Mega Library

One of the most polemic projects has been the possible construction of a mega library that would be located in the capital of the country. From there, it would offer services to the Network of Public Libraries. This mega library would also be one of the main instruments for the Reading Promotion project.

The mega library project has been the object of a lot of criticism. One of the reasons is that the delegate of the National Council of Culture has traveled to far-off countries in order to find the best model for this library. Mexican librarians believe that they could save resources by consulting experts. Recently, the Council's delegate informed that she has found that model in Northern European countries, like Finland, Sweden and Denmark, as the most suitable to emulate in Mexico, which in turn generated a lot of comments. (10) Moreover, mentioning her intention to call for an international contest for the construction of the facilities upset the nationalists that believe that there are good architects in Mexico.

4.6 Scientific and Technological Information

A recent change was the recently approved modification of the judicial status of the CONACYT, which will no longer report to the Secretary of Public Education and will enjoy more autonomy. New legislation relating to Science and Technology was also approved. The trend will be, according to some analysts, the possible creation of a separate Secretary that will promote the scientific and technological development.

4.7 Statistical and Technological Information

The National Institute of Statistics, Geography and Informatics, INEGI, is the largest processor of official data in Mexico. It has the responsibility to conduct the census of population and housing, the economic, and the agricultural and livestock census that generates a great deal of information that this institute publishes afterward. The INEGI website is one of the most visited in the country.

During the past six-year periods [of government], this institute, which has a strong dependency upon the Ministry of Finance and Public Credit, received substantial funding. The expectation was that the new government would support this institute because Fox was considered to be a person who appreciated the value of information. However, some delays in important programs have been observed which may be translated as a non-compliance with some international commitments, for example, the 2001 Agricultural and Livestock Census was not conducted.

4.8 The e-Mexico project

The e-Mexico project constitutes the most ambitious project of the Federal Government in the matter of access to Information, not only because with this project the government plans to implement a network with all regions of the country, but also because it will help to modernize public administration. Therefore, it will allow access to information by all the population. This project objective is to implement by the year 2006 a national Network for the 2447 municipalities, in order to serve nearly 60 million of Mexicans.

Among the services that will find support in this infrastructure will be academic, health and governmental services. This is a very ambitious project and its limits are expanding along with the incorporation of new businesses. The Mexican government intends that the benefits derived from this project will reach the nearly 20 million Mexicans that live in the United States, who will thus have access to services and important information as if they were in Mexico.

It is possible that the creators of the e-Mexico project found inspiration in the e-Europe project, which was launched by the European Commission on December of 1999 whose one of its main objectives was "to connect each citizen, each home, each school, each business and administration to the Digital Era." (4)

The e-Mexico project has received support from the Belinda and Bill Gates Foundation, which caused controversy. Through this agreement, Microsoft will provide the equipment, software and training for the persons in charge of the nodes of access to the macro net. Some people believe that the participation of Microsoft will generate a dependency of our country upon this giant of software business.

4.9 Transparency and Access to Information Law

During the last days of April of 2002, the Congress approved a Law that forces the State Organisms to make all the information related to their activities available to the citizens. The approval of this law is just a first step that will need a long time to prepare the mechanisms and procedures to provide this service. On the other hand, the Congress will be discussing a law to protect the publishing of private information. Some people believe in Mexico that this law was promoted by the media, which have an increasing power in the country.

5. PRESENCE AND PARTICIPATION OF LIBRARIANS

In none of these new projects of the current government is there perceived to be a high participation of professional librarians; at least that participation is not taking place in a direct manner or at the highest levels. This is happening in spite of the efforts of Library Associations to be close to most important governmental projects and to get its opinions heard. The number of professional librarians that work in governmental institutions is small and they lack effective communication among them. As mentioned before, academic libraries are the ones that have succeeded in greater development. Therefore, they offer the best salaries and have a greater concentration of professional personnel. However, these factors present barriers that makes librarians from this sector avoid getting involved in problems or matters of public libraries.

The lack of continuity constitutes a serious problem for all the institutions of the country, especially for those that depend upon Public Funding. The main positions in public libraries or at governmental information centers often present sudden changes that make them undesirable for professional librarians.

6. COLLABORATION BETWEEN MEXICO AND THE U.S.

Academic libraries are where collaboration between American and Mexican librarians has been more visible. This collaboration is expected to increase within the next years because of the implementation of Internet2.

There are three of four forums or collaborative networks where both American and Mexican libraries participate. There are also several projects supported by institutions like the Benjamin Franklin Library, the Library of Congress and other associations like the American Library Association, the SALALM (Seminar on Acquisition of Latin American Library Materials) and some state associations, usually located along the border region.

It is important to highlight that the last presidents of the American Library Association, the Special Librarian Association and of the Association of College and Research Libraries have made special efforts to approach Mexican associations. This has been visible in their visits to Mexico, and was also the origin of a project that attracted a large number of Mexican librarians to the Midwinter Conference of ALA in San Antonio, Texas on January of 2000.

However, communication between Mexican librarians and those working in the United States to provide library services to the Hispanic community, is limited. This is probably because personnel from public libraries in the United States mainly form this association, a weak sector in its counterpart in Mexico.

Among the problems that make collaboration between Mexico and the United States difficult we can name language, the differences in rules and regulations, the lack of continuity of the Mexican libraries, the differences in resources and infrastructure, as well as the cultural expectations in relation to collaboration. (12)

7. CONCLUSIONS

If there has been any change in several aspects, originated by the change of government in Mexico, it has not reached the governmental policy in matter of information. There are just a few signs of improvement. Therefore, the national policy in matter of information, if it could be called that, is the result of the forces and inertias of different sectors of society. It is urgent to analyze and to think about this topic; the elements presented allow one to say that national policy keeps acting as a dispersed system, just like the one described by Lau (7) 10 years ago. Apparently there is a minor presence and participation of librarians in concerns that affects national policies, in comparison to the participation they used to have two decades ago.

BIBLIOGRAPHY

(1) **Almada de Ascencio, Margarita.** "Políticas de información y políticas educativas. Un vínculo importante para el desarrollo hemisférico". ***Simposio Latino-americano y del***

Caribe: Las tecnologías de la información en la sociedad. Uso e impacto presente y futuro. Aguascalientes, México, octubre de 1999.

(2) Bender, David R., Sarah T. Kadec and Sandy I. Morton. **National Information Policies: Strategies for the Future**. Washington: Special Library Association, 1991.

(3) "Bibliotecas: hay una biblioteca por cada 9 mil habitantes". **El Heraldo de México** (México, D. F.) junio 4, 2001

(4) "eEurope 2002. Una sociedad de la información para todos". **Boletín de Política Informática.** (Aguascalientes, Ags.) 2001, No. 5.

(5) Fernández Valverde, Hilda. "Hay déficit de bibliotecarios en México: Nahúm Pérez" **El Universal** (México, D. F.) 13 de junio de 2001

(6) Instituto Nacional de Estadística, Geografía e Informática. **Acerca de México.** **http://www.inegi.gob.mx/difusion/espanol/acercamexico/facermex.html**. 27 de abril de 2002.

(7) Lau, Jesús. "Mexican Information Policy: a Scattered Decision Model" 8th SLA Annual State-of-the-Art Institute. **Latin America: The Emerging Information Power.** Washington, D. C., Nov. 8-9, 1993.

(8) Mendieta, Susana. "Un hecho, la presentación del e-México en el extranjero". http://www.t1msn.com.mx/, 16 de abril de 2002.

(9) México. Poder Ejecutivo Federal. Plan Nacional de Desarrollo, 2000-2006. México: El Gobierno, 2001. 157 pp.

(10) Montaño Garfías, Erica y Armando G. Tejeda. "El escandinavo, modelo de bibliotecas "afín a México"" **La Jornada** (México, D. F.) noviembre 2 de 2001.

(11) Morales, Estela. Comp. **Primer seminario sobre políticas nacionales de información para la investigación y el desarrollo.** México: UNAM, 1990.

(12) Seal, Robert A. "Mexican and U. S. Library Relations" **Advances in Librarianship.** Vol. 20. pp. 69-121

(13) Vizcaíno, Adriana. "Vive México atraso digital". **El Diario** (Cd. Juárez) mayo 1 de 2002.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**100-129-E**
Division Number:	**V**
Professional Group:	**Government Information and Official Publications**
Joint Meeting with:	**-**
Meeting Number:	**129**
Simultaneous Interpretation:	**Yes**

Getting information to the public & our users: the OECD experience

Peter Raggett
OECD Centre for Documentation & Information
Paris, France
E-mail: peter.raggett@oecd.org

Abstract:

The Organisation for Economic Co-operation and Development (OECD) has opened a web site called SourceOECD that allows the purchase of its publications over the Internet. SourceOECD has the facility to allow clients to purchase parts of a publication, for instance a statistical table or even parts of a database. This allows much better precision for the customers than if they have to purchase the complete printed or PDF publication, the principle of SourceOECD being that our customers can buy online as little or as much as they need. It also allows them to download their purchases in advance of receiving a paper copy. This paper will demonstrate the practical aspects of using SourceOECD.

The Centre for Documentation and Information (CDI) at the OECD embarked on a radical change of its Internet site in 1999 and since then has offered to its clients a desktop catalogue in HTML with thousands of links to electronic periodicals and relevant Internet sites. A brief demonstration of the CDI's Intranet site and explanation of its evolution will be of interest to other librarians who are at either at this stage of development or are considering mounting their catalogue onto an Intranet/Internet site.

The Organisation for Economic Co-operation and Development (OECD) is a research organisation that groups 30 member countries sharing a commitment to democratic government and the market economy. It was founded in 1961 when it took over from its predecessor the Organisation for European Economic Co-operation which was established in 1948 to administer the Marshall European Recovery Plan. The organisation does research into and advises governments and policy makers on a wide range of economic and social issues.

The purpose of this paper is to examine how the OECD delivers information to its external clients and then how the OECD's Centre for Documentation and Information (CDI) delivers information to OECD agents.

PART A. Delivery to the Public

Delivery of information

Like any organisation that publishes and disseminates information, the OECD is always seeking ways of improving delivery of that information to the public. In addition to the sales points in bookshops at the Paris headquarters and in the offices in Berlin, Bonn, Mexico City, Tokyo and Washington the OECD has maintained for some years a web site[1] and an electronic bookshop where customers can buy publications online.[2]

On the web site, researchers can download the free material of which there is a considerable range, including working papers, statistical tables - such as the Standard Unemployment Rates for member countries, newsletters, information on conferences and other documents. For priced publications, up till the year 2000, it was necessary to go to the online bookshop and buy the printed publication.

SourceOECD[3]

For years, libraries and other customers have been able to take subscriptions to all or a designated area of printed OECD publications. With the availability of all OECD publications in both printed and PDF format, it seemed logical to offer customers the possibility of downloading instantly the priced material. In addition, with an electronic format it is possible to allow customers to obtain a whole publication or just a section of it, even down to the level of just one table or graph. This facility is important with publications like the OECD's which often contain lots of statistical tables and graphs. A customer may only wish to obtain a table for a particular country or index and may not wish to purchase a 200 page publication just for that one table.

So in 2000, the OECD inaugurated an online consultation and ordering system called SourceOECD, the OECD's online library of books, periodicals and statistics. The service is not primarily concerned with making a profit - although it is not free - the first principal for SourceOECD being the easy and user-friendly dissemination of OECD information. The portal was designed by OECD staff and built by Ingenta. SourceOECD feeds off the Ingenta database but was specifically designed as a tool for searching across all formats of OECD publications.

The SourceOECD Internet site

At the Home Page, users will find a quick search and an advanced search facility, or they can enter SourceOECD by using the links to books, periodicals or statistics. Alternatively, they can select from the drop down lists covering subject areas, countries, journals etc. If a user selects, for instance, from journals the latest edition of the *OECD Economic Outlook*, the resulting list allows the downloading of the whole item or individual chapters. The principle is to give the searcher as much flexibility in searching and access as possible.

The "smiley" icon by the bibliographic reference indicates if searchers have the right to instantly download the publication or whether they should click on the link to the OECD's online bookshop where they can purchase the it.

As well as books and journals in PDF format, customers can subscribe to databases. If one clicks on "globalisation" in the statistics drop down menu on the Home Page, the following page gives a brief description of the data and then allows the researcher to select one of the options from the 4 available for *Inward Investment from Industry.* Clicking on "expand" gives more detailed information on that particular database and clicking on "data availability" indicates the title and extent of the database and allows the delivery of the data. The customer is then guided through some optional variables and the table requested then appears on the screen for viewing and printing.
By clicking on "advanced options" it is possible to specify a format for downloading the data for later manipulation or inclusion in one's own personal databases. The options are Excel, the ASCII comma delimited csv format capable of being imported into most spreadsheet formats, and Beyond 20/20's ivt format. This latter software is the standard browsing format for the OECD's databases available on the web or on CD-ROM and was chosen for its ease of use for non-specialist users.

Subscriptions to Source OECD

An annual subscription to all OECD publications both print and access to all the PDF files and databases in SourceOECD costs €17,590 for profit-making organisations. There are various discounts and pricing structures for non-profit organisations, government bodies, institutions in developing countries and consortia. More information can be obtained from the OECD sales team [4].

Libraries and SourceOECD

A library can subscribe to SourceOECD providing access for the whole of its parent institution. This avoids the need to assign individual passwords for patrons as access can be controlled using ranges of IP addresses. Patrons only need a password if accessing SourceOECD's data from a PC which falls outside the institution's IP range, for instance when accessing from home or whilst travelling.
As is usual with the case of electronic formats of printed items, the PDF files of OECD publications are generally available some time in advance of the printed version. Another important facility for libraries is that periodical issues are archived from January 1998 onwards.

Amongst the future developments planned for SourceOECD of interest to librarians are:

- the provision of URL's for individual publications which can be easily incorporated into library OPACs which will allow patrons to go directly from the library catalogue to the relevant page in SourceOECD;
- MARC records for OECD publications which can be downloaded directly into a library's OPAC;
- OECD in figures, which will allow the downloading of individual graphs and tables from publications.

More information on SourceOECD and libraries can be found by clicking on "Librarians" on the Home Page.

PART B The OECD Centre for Documentation Information

To produce these publications and databases offered to the public, the economists, statisticians and researchers working at the OECD need to consult a wide range of material produced by researchers and experts from all over the world. This is where my own section the Centre for Documentation & Information (CDI) has an important role to play.

The CDI houses a collection of about 60,000 monographs with 150 of those online, and about 2,500 subscriptions to periodicals of which 1800 are available online. For a small library serving a client base of around two thousand agents, this is a strong concentration on periodicals. In addition, we have 700 monographic series available online. The economists and statisticians who form the backbone of the professionals working at the OECD need as up to date information as possible. There is therefore a heavy emphasis on periodical articles and academic working papers. In addition to our subscriptions to periodicals and to working papers, each year we also buy in from commercial services like the British Library and Ingenta some 2500 periodical articles and borrow some 1000 monographs from other libraries.

For the past few years, it has been our policy to provide as much information on our clients' desk tops as possible – to be as virtual as we can. The CDI seeks, where possible, to provide an electronic version of publications, which can be consulted by our clients in their own offices. The reasons for this are speed of delivery, convenience of use, space-saving and the fact that parts of the OECD are housed in annexes around Western Paris and it is not always possible for our clients to come to our reference room. We receive about 400 requests for material and information a month and the majority of these arrive by e-mail. Where we have the material available in electronic format, we can instantly provide an article or a piece of information, or clients can download the information themselves. Reference staff have access to a number of tools and databases to assist them in answering our clients' queries. It is not unusual that we are under tight time constraints to come up with an answer to a query as OECD staff do a lot of their work under strict deadlines. Amongst our most important reference resources is, of course, our own in-house catalogue.

The catalogue is run on Multilis software and since 1999 is housed on a Unix server with a Z39.50 server and the Web interface on an NT server allowing access to our catalogue across the OECD's Intranet. From the feedback we have had, most of our clients find the catalogue easy to use and appreciate being able to sit in front of their PCs and search for material without having to come to the CDI.

The principle of the first page of our catalogue is to offer links to all search options from page 1. Although this may sometimes give a cluttered appearance, I feel personally that it is better than clients having to click several times to arrive at the search page they are seeking or getting lost in a labyrinth.

Searches can be performed using:

- Keywords from the title
- Personal or corporate author
- Subject
- Series
- ISBN or ISSN
- Keywords from across all of the above.

"Predefined Searches"

Using subject terms and document type definitions in the CDI's catalogue records, it was possible when the Intranet catalogue was inaugurated to offer "predefined" searches. By this I mean using a definition such as "dictionaries" and "Czech language" in the subject fields, the client only has to click on a chosen language or languages and the record will display without any terms having to be typed in by the searcher. Similarly by combining a country and "universities" from the subject fields, it is possible to bring up all the records of the web sites of a particular country's universities. This facility of "predefined" searches proved popular with our clients and so the principle was extended to give further special searches:

- *Planisearch*

This is a geographic search, which permits the searcher to select a country and a particular area of interest such as statistics, central banks, parliament etc. The method again is by a post co-ordination of terms from the subject field, combining a country name with a definition of the type of information. Thus, a searcher may find all the records for Estonian TV channels that have been catalogued by CDI staff.

- *ThémaSearch*

The mechanics of ThémaSearch are slightly different from those of PlaniSearch above. Instead of using Subject terms, the document type has been given a specific theme code and this combined with the Document type "PER" or "SER" – for periodical or monographic series – allows the retrieval of the relevant records. For the searcher, however the mechanics behind the post co-ordinated searches may operate, the method is just to make a couple of choices by clicking on an item in a list or on an icon.

- *Database search*

In the catalogue are records for databases, whether on the Internet or on CD-ROM. By indexing each record as "data base" in the type of document field and combining this with subject terms, it is possible to offer pre-defined searches.

WWW sites

In our catalogue we have links to some 5000 Internet sites many of which have working papers, articles or research reports readily available in electronic format, usually PDF. By incorporating the URL Internet address in the MARC 856 field, it is possible to offer a direct link to the site from the notice in the catalogue. The records for Internet sites are delineated by the WWW icon. The catalogue uses several icons to inform searchers whether records are for printed sources, CD-ROMs, Online items or Internet sites.

PART C Conclusions

The European Commission's recent Digicult study comments in the introduction:

> In the emerging knowledge society, there will be an increasing demand
> for high quality, enriched digital content as life-long learning is no longer
> a buzz word and continuous education has already become a must[5]

Librarians, archivists and museum professionals must therefore manage and exploit digital collections as efficiently as possible. The demand is there and has been there for some years now. Indeed, one of the Digicult study's conclusions is:

> Anchored in national digitisation programmes, cultural heritage institutions should formulate organisational digitisation policies that transparently state selection criteria based on:
>
> 1) user demands,
>
> 2) the quality of the source material, and
>
> 3) future management of digitised material.[6]

It was in this spirit of attempting to meet user demands and to deliver quality digital material that SourceOECD was conceived. The quality of OECD publications has been recognised by governments, policy makers, academics and experts for many years now. The challenge for the organisation is to exploit the advantages offered by new technology in delivering information whilst maintaining the high quality of that information.

Likewise, we who work in the OECD's Centre for Documentation & Information must strive to continue to deliver timely and relevant information to the OECD researchers who are our client base. One of our tasks as I see it, is to relieve the "information overload" of our clients. With so much information now available on researchers' desktops, the emphasis must now be on quality rather than quantity. By using our Intranet catalogue to filter, index and point to useful digital information we are playing our part in contributing to the quality of work done by OECD staff, and therefore to the quality of the information that they deliver to the world at large.

---

[1] http://www.oecd.org

[2] http://oecdpublications.gfi-nb.com/cgi-bin/oecdbookshop.storefront

[3] http://www.sourceoecd.org

[4] sales@oecd.org
Address : OECD Paris Centre
2, rue André-Pascal
75775 Paris Cedex 16, France

[5] European Commission. *Technological Landscapes for Tomorrow's Cultural Economy.* Digicult Study. Brussels : EC, 2002. http://www.salzburgresearch.at/fbi/digicult/index.html. Introduction

[6] ibid. Overview of Recommendations.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 010-130-E
Division Number: III
Professional Group: Mobile Libraries
Joint Meeting with: -
Meeting Number: 130
Simultaneous Interpretation: -

Organising a mobilemeet

Ian Stringer
Barnsley Libraries
Barnsley
United Kingdom

Introduction

Every year the Branch and Mobile Libraries Group holds a one-day mobilemeet which is a gathering of about 50 mobile libraries and usually 2-300 delegates. We have papers on current mobile library practice in the mornings followed by a guest speaker in the afternoon. During the long lunch break of 2.5 hours delegates are free to look at all the assembled vehicles.

They are invited to chose the best vehicle in the show. This award is the Delegates Choice. There are three other awards: Concours d'elegance which is for the vehicle in best condition in view of its age; the State of the Art, the vehicle showing best use of modern technology; and the Best Livery award. Trophies are presented by the guest speaker just before the end of the meet. As well as the main events we have various traders represented usually with demonstrations and also safety and driving demonstrations.

It has been my pleasure to be involved in the last 15 meets and to be main organiser of two of those. I have also been a speaker at mobilemeets in Holland, Slovenia, Sweden, the USA and Ireland.

Location, location, location

Planning usually starts about 18 months in advance and the first priority is location. Where in the country is it to be held and has the chosen town got a suitable site?

For geographic location the group tries to hold meets in all parts of the UK. However it is also conceded that to maximise the number of vehicles and number of delegates attending it is important to be reasonably central for a good proportion of the events.

How many will come?

Once the geographic location is decided a suitable site is required to ensure the event can take place. This is where the guess work comes in. How many vehicles are expected and how many delegates. It is always wisest to over estimate.

Physical requirements
Parking

First requirement is a suitable parking area. I have seen mobilemeets in large car-parks, in stately homes, on show-grounds, in market squares, in a fire station, a school, and in a park. Some mobilemeets are open to the public and others are closed events. Its no good using the market square if you don't want the public coming around the vans.

However an event open to the public is an ideal opportunity to raise the profile of the local library service. A large square car park on a hard surface is ideal for standing the vehicles safely and means the event is more compact. On the other hand mobiles parked around a lake or in the gardens of a stately home somehow seem much more attractive to look at.

If the mobiles are parked in a long line it can be quite tiring walking round, but does give better opportunities for photography. This can be a vital factor as many delegates have to do a presentation on return to work. It is also easier to judge colour schemes and make comparisons.

It is important to work out where vehicles are going to stand before they arrive and have suitably prepared marshals. It may be best to put all trailers together, or all the little vans. Marshals must be polite but firm to make sure that the parking is best for the event and not let everyone just park up so as to be first out at the close.

Physical requirements
Rooms

A reception room or area is required. If space is limited one of the larger mobiles can be used for this and can be an attractive part of a meet. A lecture room is required capable of holding all the delegates. This should be equipped with PA system and have OHP, and powerpoint capabilities. Technical support is also useful.

A refreshment room is most important and good catering is vital. Poor food or poor service can ruin an otherwise excellent event. Poor food seems to stay in the delegates mind longer than poor speeches.

If the mobilemeet is for more than one day it is vital to have good accommodation close by. As with food this must be right, otherwise the event is spoilt. It is also important to have good, safe, overnight parking for the vehicles

Speakers

Let the speakers know exactly what is expected of them. Make sure they know how long they have for presentation and how long for questions. Let them know what facilities are available. Make sure they are met on arrival and are shown where everything is. Inform them of whereabouts of toilet facilities and any health and safety requirements, and where they can smoke if required. Keep them refreshed but don't let them drink too much! Introduce them to their fellow speakers. Give them a quiet space if required.

Always invite the local politicians, sometimes its the only time they see their own vans. If the local mobiles are of poor quality the local politicians have been known to demand action and order a new van. Give them photo opportunities but avoid embarrassing them, you need them on your side. Show them round the other vans, pointing out all the good features.

Signage

Signage is vital. First to show the way to the site itself from nearby roads. Make sure you have permission before you fix up signs. Second within the site. Signs to the toilets, the refreshments and the lecture hall are all vital
The first sign should direct people to the registration desk.

All vehicles should be given a sign to fill in and display somewhere at the front of the van

Access

The site should have easy access from the main roads. Large mobiles and trailers do not travel too well on farm tracks. It is important that the arrival of up to 50 large vans does not disrupt the town too much. It may be best to inform the local police or traffic wardens.

When checking out the site remember the weather may change and what looks a firm standing may change dramatically after rain - I know I've seen a mobile library sinking in the mud and it takes a lot of librarians to push it out!

Publicity

Make sure publicity is out in good time and that relevant periodicals have press releases. If the event is to be public, involve the local and regional press, radio and TV. A well known personality involved in the event is a good draw for the media and will help pull in the politicians.

Breakdowns

If you run enough mobilemeets eventually there will be a breakdown. Give as much support as possible to the stricken crew, advise police if the breakdown is a traffic hazard. Help the mechanic find the right van. I have seen the shock on a mechanic's face when he arrived to mend a mobile library and found a field containing 55 mobiles.

Special events

Finally make it a day to remember. I have seen mobilemeets with displays of the local food and drink. I have seen bands and choirs plus dancers. I have seen clowns and circus acts. Mobile librarians have been given trips round the lake, round the castle or stately home. They have fed the ducks and peacocks.

I have seen radio and television interviews, but the strangest of all was the man who pulled a mobile library by his ears!! He broke the world record.

So with much planning and forethought you should be able to put on a good and memorable meeting for your delegates. Its all then up to the weather which as you probably know is most unpredictable in the UK.

Ian Stringer, Barnsley Libraries, Barnsley, United Kingdom

Ian is a member of the Branch and Mobile Libraries Group of the Library Association of the UK and edits the groups Journal Service Point. He has written a book on mobile libraries; Britain's Mobile Libraries, number 8 in the Nostalgia Road series by Trans-Pennine publishing. ISBN 1 903016 15 0
He has visited 12 different countries to look at mobile library services

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 033-130-E
Division Number: III
Professional Group: Mobile Libraries
Joint Meeting with: -
Meeting Number: 130
Simultaneous Interpretation: -

The challenge of public library systems to meet information needs for diverse multi-cultural communities: a case of mobile library service in Kenya

Richard Masaranga Atuti
Librarian KNLS, Headquarters
Nairobi, Kenya

Abstract:

The paper sets out with a background information and explains the contextual situation for adaptation of mobile service in the public library system in Kenya. It also presents the status quo and synchronizes the cross-types of mobile service that KNLS provides.

The paper collates the mobile library bookstock with users needs and levels and makes deductions. The challenges that face the service providers are enlisted and possible remedies suggested on how to transform the said challenges into opportunities for improvement of the service. The paper concludes with a brief analysis on the way forward.

1.0 Introduction

Kenya is located on the Eastern part of Africa, on the seaboard of the Indian Ocean. The Equator runs across the country. The country's total size is 580,367 sq. km, with a population of approximately 27 million people.

1.1 Kenya National Library Service

Kenya National Library Service Board (KNLS) was established by an Act of Parliament in 1969. KNLS performs a dual role of both National Library and Public Library. To date KNLS has a network of 28 branch libraries broken down as follows:

- 7 provincial libraries
- 8 district libraries
- 13 community based libraries
    - 8 bookmobile service
    - 1 motorbike/bookbox service
    - 2 camel mobile service

1.2 Mobile Library Service

Out of the 28 branch service, KNLS operates three cross types of mobile libraries as mentioned above to the public.

1.2.1 Rationale for Mobile Service

The concept of mobile library service in Kenya was conceived and implemented alongside the establishment of static library services in the country in the 1970s. This arose from the realization that there were few branch services and their envisaged growth could be slow, and dependent on donor funding. The mobile library was therefore introduced to bridge the gap between branch service and the inconvenienced users in distant areas, particularly in the rural countryside. The services were also generally planned for small population between 1970s and late 1980s. But overall the reasons for providing the mobile service among other factors may be summarized as follows:

- There exists in the country temporary settlements and 'mobile' populations of nomadic communities that the library service targets. Hence adaptation of innovative mobile services to the pastoral communities by means of the camel as a mode of delivery;

- Some users in remote areas are too few to justify existence of a branch service, yet they are 'a source of concern for library services';

- Accessibility to target groups located in areas with poorly developed road network infrastructure, coupled with lack of transport makes it difficult for users to reach libraries;

- It may take a long time before funds are available to establish branch service in needy areas of the country, and the mobile service is seen as an interim measure to bridge the gap;

- The mobile service sometimes is used to gauge the readership levels to justify future development of branch service;

- Lack of existence of alternative sources of information in far away areas from the branch service, etc.

The above situation has worsened with the government's policy shift to focus on poverty reduction strategies, good governance or creation of democratic institutions that are accountable to people against a slow national economic growth. This situation has denied library authorities the necessary funding to provide effective and efficient library services. But, it should be borne in mind that capital alone cannot turn around the economy without information playing a 'catalytic' role in the change process. Therefore, the library's efforts to empower people with information, i.e. building social capital and combat their social exclusion cannot be over emphasized. Accessing information to people in whatever format either in electronic and digital and print formats will certainly play a very central role in the development process and spur economic growth at community and national levels.

1.2 Goal

The overall goal of the mobile library service is:

To extend library branch services for the enrichment of inconvenienced user communities in both rural and urban areas.

1.3 Objectives

To achieve the above goal the mobile service has the following objectives:

- Promote literacy and reading recovery programs in rural areas;
- Support sustainable independent and lifelong learning;
- Supplement formal and informal education;
- Promote awareness of the role of the library in society;
- Build on innovative ways to access information to disadvantaged groups of society;
- Provide professional advice to institutions and promote best practices in managing small resource centres and/or school libraries.

1.4 Mobile Library Service and its Clientele

Kenya is a multi-racial country with more than 30 ethnic groups[1] that are distributed throughout the country. The pattern of settlement is dictated by the potential of arable lands and other social economic activities in both rural and urban areas. These communities have intermarried amongst themselves and live harmoniously. The two unifying languages for the communities are Swahili and English.

In terms of information needs, these groups have varied needs and use information for different purposes. The information that is available in the library service is in various formats. However, this paper endevours to discuss and confine itself to provision of mobile library service as indicated earlier from the goal above. To this end, suffice to say that KNLS provides different cross types[2] of mobile service to the public.
These are; bookmobiles, motorbike and/or bookbox and non-motorized mobile service throughout the country. The clients of these service also vary according to user levels and each mobile type targets the groups separately as explained below.

1.4.1 Bookmobile Service

KNLS has eight bookmobiles operating from eight branch libraries. The service is the oldest service which was started in early 1970s. During the first ten years, the service covered a large area because the vehicles were new and serving a relatively smaller population than now. The service mainly target secondary students, farmers, health and social workers in rural areas, and other readers in various professions. Overtime, the service has reduced its catchment area, owing to age and cost of operating the vehicles. At the moment, the vehicles require intensive rehabilitation to ensure effective service and cost containment. And as a long term measure the vehicles require replacement since the service is popular with readers throughout the country.

1.4.2 Motorbike and/or Book Box Service

Unlike the bookmobile, the bookbox service is purely a community initiative that brings together schools within a region called Mathira in Central Kenya.

Individual primary schools contribute funds to purchase books from prescribed lists. The lists are compiled by the branch library in collaboration with respective teachers. Each list is different from the other for all schools.

The books are acquired, processed and managed by the library. The books are loaned to participating schools a bookbox each for a month. The materials are packed in boxes and transported to and from the library to schools by a motorbike. At the end of the loan period, the books are collected by the 'teacher librarians' and returned to the library for sorting and repackaging, and forwarding to the next schools.

It is evident that through the program, pupils can access variety of books which hitherto were lacking in schools. The service has helped improve performance in languages (English and Swahili) and in national exams. Teachers too are able to access supplementary teaching and reference materials.

The program is cost effective due to bulk purchasing. It has also promoted utilization of community resources through resource sharing for mutual benefit – education achievement

The above initiative is a manifestation of the branch library's promotion of the role of a library in learning institutions. Further, it was not easy for the pupils in that region to access directly the services available at the static library. Despite book losses and mutilation due to heavy usage, the service has met its objectives. And, replacement of lost books has not posed any major challenges since schools are compliant to the requirements, as set out in the rules and regulations of the service.

1.4.3 Camel Library Service (CLS)

Extending library service by non-motorized mobile service is a concept of KNLS. The service is confined to the Northern parts of Kenya, where it targets a nomadic pastoral community. Since its inception the service has attracted a lot of interest and support from individuals, agencies and IFLA Round Table on Mobile Libraries. The current concerns of the service are mainly focussed on the quality of the service and information formats available to meet the user community's needs. To this end, KNLS is gradually adopting the mobile library standards as may be applicable and finally incorporate the International Guidelines on Mobile Library Programme by IFLA, that seeks to assess different types of non-motorized library service in regions around the world and the impact of such libraries on users and society. [3]

The Camel Library Service is actively "extending library service to a dominatedly Muslim community in Northeastern Kenya that are inaccessible by motorized vehicles or mechanisms. At the same time, the CLS services easily accommodate community involvement and support planning, maintenance, and expansion of services".[4]

The community is fundamentally a nomadic pastoral community, whose major economic activities are livestock keeping and simple and unreliable agricultural activities"[5]. The region measure 126,186 sq. km and is approximately 22% of Kenya's total land. The region is one of the least developed in the country. Is has a population of 962,143 inhabitants.

The CLS was initially adapted as an interim measure to meet information needs of a community that was for a long time considered as 'hard -to -access.' This is due to the community's cultural lifestyle. The community could not benefit much from the branch service at Garissa due to long distances from their homes. The rugged terrain, underdeveloped communication infrastructure and incompatible lifestyle of the pastoralists compounded the problem. However, with the CLS the community can now access the library service provided to them. The service mainly targets nomadic schools, manyattas (villages) and other administrative centres. The service also supports literacy programs like adult education and is a source of recreation.

The Camel Library Service is appreciated by the served population in Garissa. The community is indeed involved in planning for the service as an outlet to access information to them. The service is operationally feasible and compatible with the nomadic pastoral lifestyle.[6]

1.5 Mobile Library Stock

As indicated earlier, the bookmobile service targets adult users and normally its stock constitutes 50-60% of the total adult stock at the branch service. The scenario differs from the motorbike/bookbox service, whose bookstock strength is reliant on the enrolment strength of schools that participate in the program through their contributions and donations from KNLS and other agencies. For camel library service, the service has attracted isolated piecemeal funding and book donations from various agencies because of its uniqueness and purpose. Overall, the quality and format of information available in the mobile service is 'information published in more traditional formats, such as books or magazines'[7] which are accessible to diverse urban and rural communities. In a countrywide survey of the public library service in Kenya (June-December 2000)[8] KNLS identified new demands for adult books in rural areas for the mobile service. These areas included, Guidance and counselling, Social psychology, institutional management, religious literature, community health, family education and complimentary course books to supplement formal and informal learning.

Due to high prevalence of poverty levels, rising unemployment, school dropouts, youths in rural areas have been left to fend on their own. This has resulted into disintegration of social values and more and more people indulge in anti-social behaviour. These include, drug addiction, sexual abuse leading to transmission of HIV/AIDS, peer influence, etc. Indeed institutions and families more than ever are under pressure to contain this deviant social behavior. Hence the demand for materials in counselling and physiology by school heads, church leaders, social workers and others with a direct bearing on society's disintegration of its social values due to cross-cultural influences and other ideals.

1.6 New Service to the Served Population

The new service recently introduced in the mobile include:

1.6.1 **Service to the Deaf**. Service to disadvantaged members of the community, the deaf in learning institutions has been started. It is easy to provide the service to the group since they use the normal printed materials unlike braille for the Visually Impaired Persons (VIPs).

1.6.2 Civic Education

Civic Education materials and training on the constitutional review are accessed to users. The materials are distributed and delivered to all service points by mobile service. The civic education materials by the Constitution of Kenya Review Commission (CKRC) and others by the National Council Executive Committee of Civil Society, an initiative by churches and interested members engaged in the processes and activities for democratic reforms are provided.

1.6.3 Professional Advise for Teachers and School Librarians

It is evident in Kenya that "where school libraries exist, they are almost always run by a teacher, usually from the English teaching staff who gets no additional pay for work and is expected to undertake all the normal teaching lessons".[9] Using the mobile service as a mode of transport, teachers and school librarians are being trained in various aspects of managing small school libraries. They are prepared and/or equipped with necessary skills to run a school library at short sessions during the mobile visits.

In the past, the ministry of education had been managing a noble book project for schools sponsored by DFID (UK) and the Dutch government at a bilateral level with little success. Schools participate in the selection of materials required, but more often than not, class texts dominate the packages. There is little consideration for complimentary and reference materials. Records of materials purchased are normally not traceable and losses abound.

KNLS has undertaken to train such 'teacher librarians' and other staff at short sessions during mobile visits. The training content has a lot of practical skills, consultations and limited theory. As a follow up, teachers and staff are encouraged to go for practical attachments at the nearest static branch libraries during school holidays to improve on their new skills.

1.7 Administration of Mobile Service

1.7.1 Staffing

A minimum of two staff library assistants are on the book mobile during all service hours and one staff remains at the library to manage records, prepare reminders for over due books, organize materials on the shelves, etc.

Professional duties for mobile staff are the same as staff in other departments with similar responsibilities.

1.7.2 Mobile Stops/Service Points

The mobile schedule is designed on the basis of population settlement patterns and convenience of users. Some stops are located at natural focal points as the case is for the nomadic pastoralists served by the Camel Library Service. Other stops include schools and administrative centres where both employees, business people and other social activities are undertaken. Application for new stops is analyzed by the librarian incharge of the branch service, and factors such as convenience from stop-to-stop, time, etc to ensure continuity of the service are considered.

1.7.3 Evaluation of Service

Performance of the mobile service is mainly obtained through analysis of statistics and discussions with staff at short sessions, as part of regular staff meetings of the branch service. However, detailed performance indicators are being formulated to ascertain effectiveness of the service, regarding the attainment of its goals and objectives, something which hitherto had been ignored.

1.7.4 Marketing Mobile Services

The marketing of mobile service begins with ensuring that the service is consistently provided and users (both actual and potential) can easily identify themselves with the service. But the overall marketing/publicity programme for KNLS incorporates promotion of mobile and other library services through mass media (newspaper supplements, TV, Radio, Video documentary, brochures, caps, banners, T-shirts or jersey etc), encouragement of community participation especially in the case of Camel Library Service. Other strategies include, book fairs, exhibitions and shows.

1.8 Challenges and Opportunities of Managing Mobile Library Service

"Managing mobile library service is increasingly becoming more challenging at a time when prices are high for vehicles and maintenance….. when the trend toward branch services replacing the mobile is becoming more of an issue"[10]. In Kenya, the major challenges that face the mobile library service include:

1.8.1 **Funding** – cost of operation and maintenance of bookmobiles, is beyond the budgetary allocations by the government. Funds for re-stocking the libraries regularly and attract more readers are not adequate.

1.8.2 **Frequency** – for the mobile service to remain meaningful and attractive to users, the mobile must be consistent, frequent and reliable. Occasionally the frequency of mobile library service in the country is not consistent and needs improvement.

1.8.3 **Partnerships** – Due to inadequate funding, the mobile service has not attracted adequate 'separate' funding to support its services. The service should seek more of community involvement and support in planning, and seek partnership in specific programs (e.g. reading recovery/literacy groups, service to nomadic communities) to open up for collaborative funding from NGOs and other social service agencies with similar interests in the sub-sector.

1.9 WAY FORWARD

The future of mobile service in Kenya will continue to remain central in advancing library services to communities that are multi-cultural countrywide. While it is possible to rehabilitate the existing bookmobiles, it will be commendable if replacements and/or new vehicles were acquired at a phased approach of say five-year period. For the innovative mobile service, it has proved to be viable and communities should be encouraged to collaborate with branch service managers to help users meet challenges of the user communities.

Overall, mobile service will continue to occupy a central role in "expanding our traditional services to meet changing community needs".

REFERENCES

1. Africana: The encyclopaedia of the African and African American experience. By Kwame Anthony A. and Henry Louis Gates Jr. pg. 1087, 1999.

2. Priwatrworawute, Poolsook. 'Mobile libraries in Thailand. Paper presented at the 66th IFLA Council and General Conference, Jerusalem, Israel, 13-18 August during the Professional Group: Mobile Librarians Workshop.

3. Tate, Thelma H. 'Report on the Assessment of Non-Motorized Mobile Libraries: Camel Library Services in Kenya, July 22 – 28, 2001.

4. Ng'ang'a, S. K. "The Role of Libraries and Information Centres in rural development, SCECSAL XIII Conference July 27th – 31st, 1998. Proceedings and Final Report pg. 6-14, Nairobi, Kenya.

5. Atuti, Richard M. "Camel Library Service to Nomadic Pastoralists: The Kenya Scenario. IFLA Journal 25 (1999) 3. Pg 152.

6. Atuti, Richard M. and Ikoja – Odongo, J. R. 'Camel Library brings hope to Pastoralists: The Kenya Experience. Library Review Vol. 48 no. 1 and 2 1999 pg. 37.

7. Humes, Barbara. 'Building and Supporting Library Research: A National Focus'. Proceedings from an Exploratory Workshop (Library Research. A National Focus: April 1998), USA.

8. Kenya National Library Service. Report on Public Library System in Kenya, June – December 2000 (Unpublished).

9. Doust, Robin W. 'Provision of School Library Service by means of Mobile Libraries: The Zimbabwe Experience. IFLA Journal 25 (1999) 3 Pg. 148.

10. Fisher, Denise R. 'The Opportunities and Challenges of Managing Bookmobile Services'. In The Great American Bookmobile and Outreach Service Conference VI 23 September 1999 In Columbus, OH, USA.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**045-132-E**
Division Number:	**V**
Professional Group:	**Document Delivery and Interlending**
Joint Meeting with:	**-**
Meeting Number:	**132**
Simultaneous Interpretation:	**-**

The culture of cooperation

Daniel Mattes
Universidad Anahuac
Mexico City
Mexico

Abstract:

Interlibrary cooperation has an increasingly important impact on what we as librarians and information professionals do on a day to day basis. This paper will define cooperation and give reasons for participating in cooperative activities. It will go on to discuss factors that limit and factors that facilitate cooperation. These latter factors can be said to create a "culture of cooperation" in which cooperative activities can provide truly beneficial results. Finally, there will be a brief discussion of the future of cooperation.

1. Introduction

In today's session, we will have the opportunity to learn a little about a few of the many cooperative projects that are presently underway in different parts of the world. There is a vast literature on library cooperation. One cannot help but be impressed by the number, variety and scope of cooperative projects. How can we look at these projects in such a way as to get a better understanding of what this world-wide phenomenon called "cooperation" is really all about?

A logical first step would seem to be to define the term "cooperation", in general terms and within the scope of library activities in particular. After better understanding what cooperation is really about, we are then in a position to answer the question, "Why cooperate?" Since cooperation is neither easy nor inexpensive, it is important to understand why so many librarians around the world see cooperation as the one best way to work and to meet our commitment to our users.

If we accept the premise that library cooperation can be positive and effective, we must then try to identify those factors which limit and those factors which facilitate it. Having analyzed these factors, we can then conceptualize a culture of cooperation and speculate on the future of cooperation in general.

2. What is Cooperation?

In the business world, as Badu points out, "partnerships may be viewed as purposive strategic relationships between independent firms who share compatible goals, strive for mutual benefit, and acknowledge a high level of mutual interdependence. They join efforts to achieve goals that each firm, acting alone, could not easily attain. Each firm can benefit from the alliance without bearing all the costs and risks of exploiting new business opportunities on its own." (Badu, 2001, p. 21)

But what does that mean in the library world? As Line explains, cooperation can involve shared ownership of a facility which is jointly funded and accesible to all members, or the mutual use of resources held by a number of libraries. To these might be added agreed systems or procedures, such as for interlending.

Cooperation can also take place on various scales: local, sub-national, national, supranational or global. Within each area, it can be sectoral—by type of library, by subject area, by type of material or by type of client. (Line, 1997, 66)

Cooperation, then, is working as a group so as to have access to more or better resources and thus improve our possibilites of completing our mission for our user community.

3. Why Cooperate?

Still, why should we cooperate? Isn't our objective to create libraries that are autosufficient and thus better able to comply with users' needs in a timely fashion? If we work cooperatively, don't we lose our independence to make the decisions that will allow us to meet our users' needs? If we cooperate, don't we risk causing the impression that we're not doing our job and have to rely on someone else to do our job for us? Don't we risk the possiblity of actually paying more for materials obtained through cooperative projects than through more traditional mechanisms? These are all, no doubt, legitimate concerns. After all, no one has ever claimed that interlibrary loan and document delivery services are cost-free for libraries. The costs of access to interlibrary loan include salaries, supplies, and equipment for the lending and borrowing library as well as any document delivery fees. As Kingma and Mouravieva clearly show, ownership itself also represents a significant cost. (Kingma and Mouravieva, 2000, p. 22)

Moreover, as Jackson points out, "collection development librarians have been traditionally hesitant to rely on other libraries to meet their users' needs, in part because interlibrary loan was viewed as too slow, inefficient and costly. Low fill rates, short loan periods, and restrictive and inflexible lending policies of some libraries have also contributed to the view that ILL is not responsive to user needs." (Jackson, 2000, p. 81) But the bottom line is that we all know that no one library can provide its users with all required resources and services, especially when we take into account the constant rise in the price of publications and the need to subscribe to or purchase more and more information in electronic formats.

An article in *American Libraries* makes the case for cooperation quite clearly, when it states that "campus users want resources quickly, easily, and without direct charge. Consortial resource sharing helps libraries to meet the demand while sharing and controlling costs." (*American Libraries*, 2000, p. 41)

Cornish takes an even broader perspective. He assures us that "education, health, social welfare, economic growth, defense structures, personal growth and democracy are all underpinned by good and efficient access to a wide range of information." (Cornish, 2000, p. 7) If we can best provide access to this wide range of information through participating in cooperative projects, our responsibility seems obvious.

4. Factors that Limit Cooperation

Before examining those factors that facilitate cooperation, it might be worthwhile to look at some of the limitations to cooperation. While no one can deny that there are objective limitations to cooperation which are not within our possibilities as librarians to change, there are factors which we ourselves sometimes create and can thus, to some extent at least, control.

As Cornish very clearly points out, "fears of loss, damage, finanancial commitments and inconvenience to the library's 'home' clients all contribute to an unwillingness to become too involved in interlending." Yet, he goes on to make the point that "financial burdens only become real in the net lender situation." (Corrnish, 1989, p. 36)

In a similar fashion, Kisiedu attributes many problems relating to cooperation to what she referes to as "negative professional attitudes". These include "apathy and a selfish desire for local self-sufficiency." She also blames conservatism. (Kisiedu, 1994, p. 275)

In a study designed to assess the strategic nature of library cooperation and resource sharing in university libraries in Ghana and the United Kingdom, Badu found that the lack of coordination and trust, as well as problems with interdependence and defective communications between partners, were crucial factors that limited the success of cooperative activities. (Badu, 2001, p. 26)

Two general comments on limits to cooperation also deserve mention. Cornish points out that cooperation in many countries is based on personal contact, rather than on formal institutional agreements. (Cornish, 1989, p. 39) Of course, when the contact moves on to another position or institution, the cooperative activities that had been undertaken tend to die out rather quickly. In an even broader vein, Riggs comments that all too often participants in cooperative projects have not overcome limited experience with the outside world and deal with limited knowledge of other cultures, thus leading to a series of problems that can spell disaster for cooperative activities. (Riggs, 2001, p. 501)

5. Factors that Promote or Facilitate Cooperation

Most of us are aware of at least some of the many economic and political factors that promote or facilitate cooperation. Nevertheless, one general factor that should be mentioned is that there must be a perceived requirement for an ILL system or other cooperative activity. (Cornish, 1989, p. 35) Libraries, like many people, tend to cooperate not because they want to, but because they need to. Here are just a few typical reasons for interlibrary cooperation.

1. Need to maintain collections and services under adverse economic conditions and despite the rising costs of publications. (Badu, 2001, p. 23)

2. Coordinated acquisition policies help to reduce the cost of materials and/or permit the purchase of more or higher quality materials with the same funds. (Badu, 2001, p. 23)

3. Reduction of acquisitions due to coordinating purchasing policies reduces the pressure on space. (Badu, 2001, p. 23)

4. Networks facilitate the ability to implement information technology that can benefit library users. (Badu, 2001, p. 23)

5. Cooperation facilitates the production of union lists or catalogs, which in turn facilitate other types of cooperation (Badu, 2001, p. 23)

6. The "Culture of Cooperation"

But the fact that there are good reasons to cooperate does not in itself mean that any given cooperative project will be successful. All of us know of any number of projects that apparently started out well, but eventually either restricted themselves to severely limited goals or simply ceased to exist at all. It is thus not enough to just want to cooperate. To improve the likelihood of a cooperative project being successful, there must exist such objective factors as adecuate planning, well-defined goals, clearly defined responsibilities, good organization, etc. These and other factors are well-documented in the professional literature.

But there seem to be other, more subjective factors whose presence are equally essential if a cooperative project is to be successful. These factors are not so well-documented in the literature, but a few authors do take them into account.

In a previously mentioned study, Badu cites several authors who concur with him in believing that partnership success depends, at least in part, on commitment, trust, effective communication behavior and conflict resolution techniques, which went toward joint problem solving, rather than domination or ignoring the problems. In short, more successful partnerships are expected to be characterized by higher levels of comitment, coordination, interdependence and trust as well as the availability of communcation infrastructure, library infrastructure and other physical resources. (Badu, 2001, p. 26)

In a similar vein, an article in *American Libraries* asserts that "OhioLINK's success can be attributed to the cooperation and hard work of the library staff and an excellent working relationship with Innovative Interfaces in designing and creating the software that makes it all work." (*American Libraries*, 2000, p. 38) This comment supports Badu's emphasis on the importance of commitment, coordination, effective communication and good interpersonal relations in successful cooperative projects. These important personal attitudes and characteristics create what we might call a "culture of cooperation."

7. The Future of Cooperation

As we have seen, cooperation is an increasingly commonly-used strategy to face the economic and other problems facing the library today. As O'Connor points out, "in this cooperative action, players are equal but they do not gain out of the cooperative activity equally." (O'Connor 1999, p. 266)

If that is the case, it is not enough to just agree to cooperate. More successful partnerships can be expected to be characterized by higher levels of commitment, coordination, interdependence and trust. (Badu, 2001, p. 26) The ability to modify traditional concerns for decision autonomy and use joint problem solving as a conflict resolution mechanism are essential if a cooperative project is to be successful. (Badu, 2001, p. 24) If these attitudes and abilities exist together, they create what we have termed a "culture of cooperation".

Riggs has asserted that "the greatest strides in cooperation will occur in the sharing of electronic resources." (Riggs, 2001, p. 500)

Similarly, Line has stated that "the increasing use of electronic media for text and the direct access by the consumer that electronic access and storage make possible will have a profound impact on all document access and supply." (Line, 1997, p. 67)

Line goes on to mention the following trends,which he expects to continue into the near future.

1. The Internet will continue to break down geographical barriers.

2. There is a general trend towards decentralization and at the same time a worldwide trend towards globalization.

3. Reduced library funding will continue to be a problem, which will affect cooperation in both positive and negative ways.

4. In academic institutions, there is an increasing convergence between libraries, computing and learning resource departments.

5. The shift from ownership to access will continue.

6. More services of many kinds that used to be "free" will be run on a commercial basis.

7. The private information sector is doing a number of things that libraries used to do, including the supply of catalog records and journal articles. (Line, 1997, p. 67)

The trends that Riggs and Line discuss are probably not news for many of us, since they describe the world in which we live and work. What is important to take into account, is the implication that we will need to cooperate more and more effectively if we hope to continue to run socially-useful institutions. In spite of budget limitations, our users expect us to have more resources and services, many of which are electronic and have high price tags. Moreover, it is not enough just to have these resources, the user must be able to utilize them at any hour, every day of the week, wherever he may be. He also expects us to receive orientation and help upon demand, and increasingly these requests are made via e-mail or other electronic modalities. The user wants on-line, full-text information and often doesn't care whether the source is a book, a journal article or a Web site. What's more, he increasingly doesn't want to have to bother to look at different search engines for different sources of information; he wants to be able to get at all relevant information through one transparent and user-friendly portal or search engine.

Our users "want it all" and it's our job to give it to them as quickly and efficiently as possible, often accompanied by some type of preliminary analysis. The only way that most of us can hope to face this challenge is through cooperation. Now, more than ever, we have to cooperate and create that culture of cooperation that is essential to make effective cooperative activities more than ambitious plans written for internal use only.

Bibliography

American Libraries. (2000) Sharing Resources. Separate Systems, Common Cause: Successes in Ohio, Three North-Central States, and California Exceed All Espectations. *American Libraries*, 31(10), pp. 38-42.

Anglada, Lluis M. (1999) Working Together, Learning Together: The Consortium of Academic Libraries of Catalonia. *Information Technology and Libraries*, September 1999, pp. 139-144.

Badu, Edwin Ellis. (2001) Is Strategic Alliance a Panacea for Low Service Development in University Libraries in Ghana? *Education Libraries Journal*, 44(1), pp. 21-28.

Cornish, Graham P. (1989) Interlending in the Caribbean: Questions, Problems and Possible Solutions. *Interlending & Document Supply*, 17(2), pp. 35-41.

Cornish, Graham P. (2000) Empowering Society through the Global Flow of Information. *Interlending & Document Supply*, 28(1), pp. 5-7.

Cornish, Graham P. (2001) Brief Communication: Document Supply in Latin America – Report of a Seminar. *Interlending & Document Supply*, 29(3), pp. 126-128.

Jackson, Mary E. (2000) Meeting the Challenge of International Lending and Document Supply: Learning from the Global Resources Program. *Interlending & Document Supply*, 28(2), pp. 79-85.

Kingma, Bruce R. and Mouravieva, Natalia. (2000) The Economics of Access versus Ownership : The Library for Natural Sciences, Russian Academy of Sciencs. *Interlending & Document Supply*, 28(1), pp. 20-26.

Kisiedu, Christine O. (1994) Networking in Ghana: A National Profile. *FID News Bulletin*, 44(11), pp. 272-277.

Line, Maurice B. Co-Operation: The Triumph of Hope over Experience? *Interlending and Document Supply*, 25(2), pp. 64-75.

O'Connor, Sean. (1999) Beyond Cooperation in Australia. *Library Hi Tech*, 17(3), pp. 265-271.

Riggs, Donald E. (2001) International Library Cooperation: We Have Come a Long Way and Have a Long Way to Go. *College and Research Libraries*, 62(6), pp. 500-501.

Daniel Mattes
E-mail: dmattes@anahuac.mx

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**042-132-E**
Division Number:	**V**
Professional Group:	Document Delivery and Interlending
Joint Meeting with:	-
Meeting Number:	**132**
Simultaneous Interpretation:	-

The Ghana Project – from planning to operational phase
Special focus on some of the barriers in the project

Niels Mark
Director, Statsbiblioteket
State and University Library
Aarhus, Denmark

Introduction

Alfred Martey and I have been involved in the project since it started in Ghana in 1996.
In our presentation today we have agreed to present different approaches to the project.
Mr. Martey will focus on the benefit of the project and the experiences we have achieved so far with the Ghanaian libraries. I myself will give a short introduction to the idea behind the project, and I would like to comment on the project from the sponsor ´s point of view, where I will apply a special focus on some of the barriers and problems we have faced during the project. This should, however, not be understood in the sense that we have different opinions on the project, about the benefits and the state of art of the project.

I shall not hide the fact that it has been a difficult project to handle, and the time schedule has been changed several times since we started. There have been several ups and downs –
However, I hope that our presentation today will give you an impression of a project where commitment, enthusiasm and engagement have shown that in spite of all problems we can see the light at the end of the tunnel.

Background of the project

Ten years ago we discussed in the section of Document Delivery and Interlending the situation for the academic libraries in the third world countries. There had been several articles describing the hopeless financial situation for most of the libraries in main universities and how they were unable to buy even the most necessary scholarly and scientific materials. At the same time access to - and the use of - electronic databases – primarily with bibliographic materials - but with document delivery services connected - was strongly developed in Europe and the United States. It was obvious that the gap between the information in rich societies in the western countries and in the third world countries were widened dramatically. Although some universities succeeded in getting sponsor support to buy books and journals in some areas, it was quite unrealistic for them to build an adequate collection of library material in this way. In our discussion of the situation we found that it would be a more realistic way to solve the information resource problems in the university by drawing on new information technology. Our idea was that money spent on facilitating access to electronic resources could result in a much better covering of the real information needs. We had an optimistic view where the introduction of access to electronic material would be a quantum jump in the service to students, teachers and researchers at the universities.

Everybody found that it was an excellent idea. We only needed to convince some of the traditional sponsors that money to support universities would be spent more effectively in this way. And we succeeded. Danida – the Danish International Development Assistance - found that the idea was interesting and was willing to support a trial project. They suggested Ghana because they were already involved in some research projects at Legon University in Accra.

Launching the project

I shall not bother you with details about the planning of the project, negotiations with different partners etc., but I will, of course, be happy to reply to your questions and comment upon it later on during the discussion. One thing was very important in this phase, the decision to consider the project as a trial project, where the experiences could be used in future sponsor projects.
During the project we have tried to be firm on that, but in practice it has been very difficult. I will comment on this later.

We started the project in 1996 – very optimistic and very naive – and I think this counts for both parties – the Danish project Group – and the Ghana Steering Committee.

It is not easy to make co-operation work across cultural differences, where the project managers have to struggle with practical problems, as well as bureaucratic and unstable communication systems, so we have learned our lesson.

First phase was a seminar where we met with representatives from universities and libraries and people from the communication sector. We presented the idea of the project and the new possibilities offered by the Internet, and we had a state of the art presentation of the situation in Ghana – especially for the communication area, where we found the situation very promising. We left the seminar with a feeling that the promising development in the communication area would make it easy for us to establish an electronic network and ensure access to information resources not only from the main university Legon in Accra, but also from the universities in other parts of the countries.
However, this was our first and very serious mistake. In reality we had to establish network solutions in most areas. As a matter of fact, since we started we have constantly had problems finding the right solutions for the communication systems and equipment for the participating libraries; partly because of problems with equipment, installations, lack of maintenance etc, partly because of the technological development which created new possibilities during the project period, but also as a consequence of the new possibilities of giving access to full text electronic material. There is no doubt about the importance and value of the PERI-programme, which Carol Priestley will inform us about, but it has created an immediate need for a higher communication capacity for the libraries, which has caused us some problems.

We also misjudged the knowledge of the staff members. We expected a basic competence in interlending work and a basic IT-knowledge somewhere in the library organization. This was not the case, and we had to use much more resources in training and education than expected.

As mentioned in my introduction I will now focus on some of the barriers. I will start with the most important ones: Firstly, the technical solution and secondly some merely personal considerations of the co-operation between the Danish project group and the libraries involved in the project.

Technique

We expected to build upon the telephone communication when we started the project, but we soon found out that it was not possible. There were great capacity problems, problems with liability, and in one library we discovered that they only had one telephone to cover all functions. If we had been a little more thorough in our preliminary research, this would not have been a surprise for us. To be able to handle all the technical problems we faced, we included a technical team in the Danish project group. The head of Centre of Tele Information at the Technical University in Denmark Professor Knud Erik Skouby took over the responsibility for the technical part. He was already involved in tele comminication projects in Ghana and familiar with the situation. Together with the technical experts we chose , we found that economical and feasible good solutions for each of the participating libraries, but different solutions, because we were interested in investigating different kind of communication systems as a part of the trial project concept. The enclosed scheme gives a short description of the technical solutions for the participating libraries as it looks today after several modifications.

We were very proud of the radio communication system, but we soon found out that libraries, supposed to use the system, did not share our enthusiasm. It is – I am afraid – a typical desk solution.
After installation of the radio links the technological development has given the participating libraries better and more reliable communication systems. The reason for our special interest in radio communication system is that it can be used in some areas, where the only alternative is a very expensive satellite communication system, but – to be honest – we still have to prove, that it is a feasible solution. And I hope that we will be able to do so before closing the project.

Except of Balme University Library none of the communication systems were functioning acceptably from the beginning. We have, however, had problems with all other installations. Some of the problems were ordinary communication problems such as lack of information about how the system functionated – especially in the first couple of years we had a lot of such problems. Sometimes we found out that a communication system had not been in use for weeks, but neither the technical expert in Ghana nor the Danish Project group had been informed. We also met with lack of basic technical competence in most of the libraries, which constantly caused problems, and although we achieved to build up a strong local technical team at Balme Library, it was difficult for them to overcome the support to all installations. Besides – We felt in the Danish project group that competence, conflicts between the technical team connected to Balme Library and libraries in other part of the country caused problems. So to conclude this part, our experience shows that is has been very difficult to get an actual overview about the situation, to get liable technical reports and to build up a system where the local technical expertise could provide at least a basic support to the system.

But there were other kind of problems regarding the technical solutions. E. g. it has been quite impossible to have a permanent radio frequency allocated to the project. We have tried for 3 years, but we still have to operate with a trial frequency. What the reason is – I don't know.

From the project start we had a local steering committee. They met frequently to discuss the project and to discuss the needs for educational training programme and technical support.

It was expected that the steering committee would control the whole project, but in reality some of the involved university libraries have acted very independently of the steering committee, which has caused different kind of problems. But within the last one and a half year things has changed to the better, and the steering committee has accepted that the chairman has an overall responsibility for the project, and both the communication and the control is now regained?

In co-operation with the Steering Committee we have been able to train and educate people at different technical levels, and within the last couple of years training programmes have ensured a better understanding of both system and technology and thereby improved the situation. But there are still problems: There are, for example, massive virus problems, inappropriate installations, examples of misuse of the system etc.

Not only the technical area has caused problems. It has been difficult for some of the libraries to understand and accept that the sponsor wanted reports of experiences with using the different kinds of equipment, and although the steering committee supported the demands for that, these problems are still to be solved.

The final barrier regards something less specific. Although – during the whole project – we have been met with great enthusiasm and commitment to the project, I myself has often felt that with Mr. Martey as an important exception – there has been a lack of responsibility for the project idea among most of the participating libraries. The overall responsibility for the project is still placed with the Danish Project group. We feel that we have to push and push to keep the project going – but again – there are differences between the participating libraries.

Economy as a barrier

The project economy has also caused us problems. So far the Danish sponsor Danida has financed the project with more than half a million dollars. But 3 or 4 times since we started there has been an uncertainty about further economical support to the project, which, of course, has caused problems with the planning in the Danish project group and in the steering committee. When Danida and other sponsors opened the PERI-programme last year we suddenly got new opportunities with the project and therefore started a new educational programme.

A minor point that also has caused frustration and irritation is that we started our project on the basis of idealism. None of the Danish participants have received extra money for running this project. We get our normal salaries, although we have spent a lot of our spare time, evenings and weekends on the project. We have done that because we felt that it is important and valuable for Ghana – and in due time – for other countries.

We therefore found it difficult to accept that every time a seminar was organized – and often when people were asked to present a report or do some investigation - they expected to be paid for it. We are not talking about a large amount of money. Only the principle is annoying to me. Well – I have now found out that people in Ghana – and in other countries – get paid for this kind of service – so I have learned to accept that too.

How is the situation today – what have we learned?

I started my presentation here today with admitting that I agree with Mr. Martey that our project is a success or at least will become a success.
I have concentrated on the barriers – but I am very much aware of the benefits, the results we have achieved so far.

Let me shortly mention – what I find important –

- The universities are all aware of the possibilities and the importance of the project. In the Danish project group we have met with the vice-chancellors at the university 3 times – and we have observed an increased respect for the university library services and a growing interest in supporting the libraries in becoming a Centre of Excellence in Information handling at the universities.

- The level of competence in information retrieval and in basic technological knowledge has increased, and although there are still problems with access to scientific and scholarly information for students, teachers and researchers in the universities things have proved considerably.

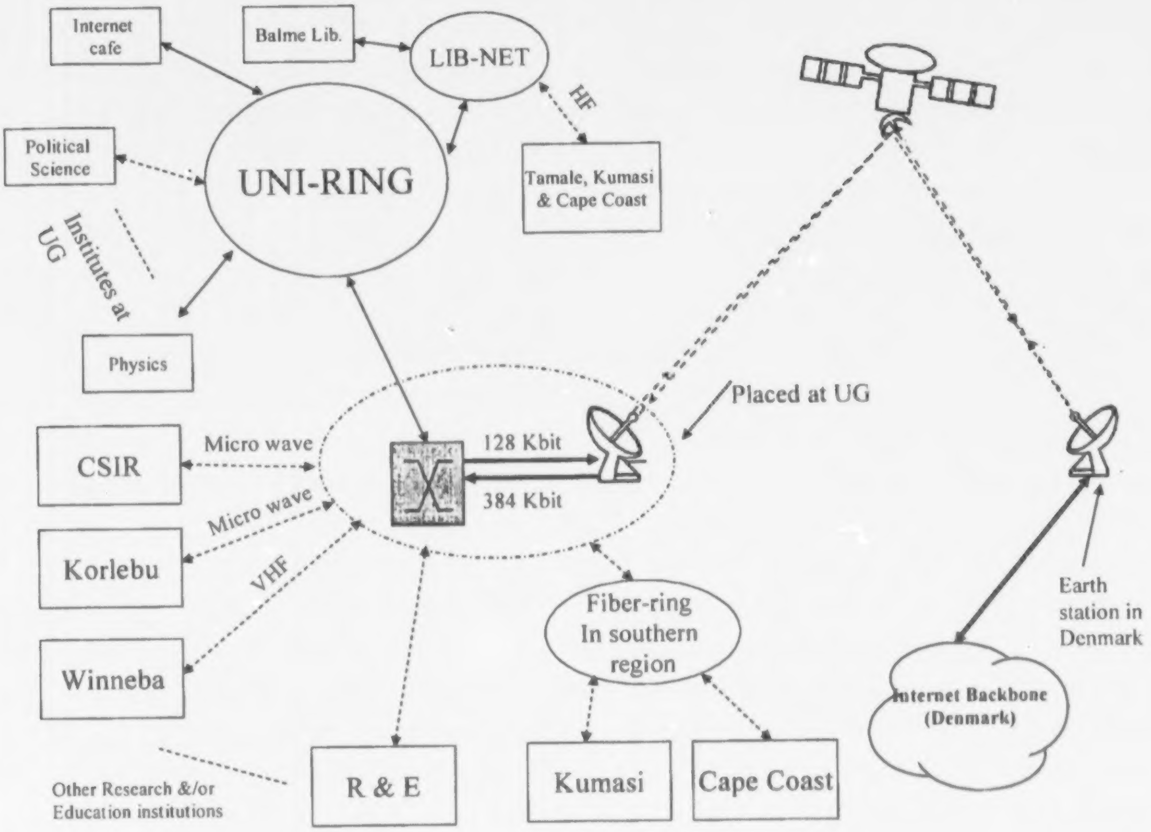
If we should start another project

It has been a trial project in many ways. And in our final report we will give an account of the results in access to information and our experiences in different kind of information, but we will also describe our experiences as project managers. In my description of the barriers I have already mentioned a lot of things that could be improved – and certainly will be improved if we were to start over once again. I will not repeat them, but just sum up.

- We need to be much more careful in analysing the local situation.
- Which kind of communication system is available?
- Which kind of information technology is still being used in the universities
- What is the level of competence?
- How is the co-operation between libraries and universities
- How is the co-operation between libraries organized?
    - We need to be more careful when introducing the project to ensure that all partners understand and accept the conditions and that the management of the universities from the beginning take on responsibility for the project
    - We need to establish a strong local steering of the project from the start and we need to establish an information system in order to follow the project progress closely in the local steering committee and in the Danish project group
    - We can hopefully get a clear description of the expectations from the donor organization as well of a clear description of their financial commitment, so that the budget for the project is fixed from start to end.

Despite of the problems, barriers, misunderstandings and communication problems it has been wonderful to have the opportunity to run a project like the Ghana Project.

Not only Ghana has learned from it - in the Danish Project Group we have learned a lot about project management. Last but not least – we have gotten a lot of friends in Ghana.


Internet cafe
Balme Lib.
LIB-NET
HF
Political Science
UNI-RING
Tamale, Kumasi & Cape Coast
Institutes at UG
Physics
Placed at UG
CSIR
Micro wave
128 Kbit
384 Kbit
Korlebu
Micro wave
VHF
Winneba
Fiber-ring In southern region
Earth station in Denmark
Internet Backbone (Denmark)
Other Research &/or Education institutions
R & E
Kumasi
Cape Coast

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 034-132-E
Division Number: V
Professional Group: Document Delivery and Interlending
Joint Meeting with: -
Meeting Number: 132
Simultaneous Interpretation: -

The Success Story of GILLDDNET

A.K. Martey
Steering Committee of GILLDDNET Chairman
University of Cape Coast
Cape Coast, Ghana

Abstract

This presentation looks at the extent to which the objectives of the Ghana Interlibrary Lending and Document Delivery Network have been achieved. Little or nothing is said about the challenges that the project has faced and is still facing. This is the topic of another paper on the project.

Discussions between Mr. Frode Bakken, a Norwegian, and Mr. Niels Mark, a Danish at an IFLA Section of Document Delivery in 1993 marked the beginning of the Ghana Interlibrary Lending and Document Delivery Network (GILLDDNET). At an IFLA meeting the following year, three important objectives for the project were outlined.

1. To establish electronic network links with a regional and global approach to improve universal availability to publications and information;
2. To improve the competence of library staff in handling interlibrary loans and document delivery systems; and
3. To support negotiations with main document centers/libraries to obtain favorable treaties.

The discussion in this presentation will be the extent to which these laudable objectives have been achieved. This may, hopefully, tell the success story of a project that emanated from the IFLA Section of ILLDD. It must be quickly pointed out that GILLDDNET may not necessarily be a complete success story by certain standards, but it can be said, with a fair degree of accuracy that, as a pilot project, it has achieved most of the objectives it set itself. It has made some impact on the Information and Communication Technology scene in Ghanaian academic libraries. There are important lessons for developing countries that may want to undertake a similar project. Some of the challenges that the project faced were foreseen and adequate measures were taken to tackle them. There were others that caught the coordinators of the project unprepared. These were not, however, allowed to derail the project. They were efficiently and effectively tackled. When, for instance, it came to light that the Ghanaian Internet Service Provider was not living up to expectation, the Danish coordinating team urgently approached the Danish Embassy in Accra, Ghana for a vast and a change of ISP. Tenacity of purpose and an unmatched commitment on the part of the Danish Coordinating Team, the Ghana Steering Committee, INASP and DANIDA to see the project through made the project what it is today.

Connectivity

The project was launched in Accra, Ghana from 15th to 17th April 1996 with an information-gathering seminar. This was a feasibility study that helped the Danish Coordinating team and the Ghana Steering Committee of the project to appreciate and realistically tackle the challenges that the project was likely to face. The theme of the seminar was, "Towards a more efficient and effective interlibrary Lending and Document Delivery in Africa". The following papers were read:

- Getting connected to the Internet; (Kristine Abelsnes);
- The Ghana telecom and electronic information transfer; (T. Akon-Mensah);
- Computer networking and accessing the Internet in Ghana: problems and prospects; (Nii Quaynor); and Interlining and document delivery - The Ghanaian experience; (Christine Kisiedu)

At the time, the project was launched; it was only the Balme Library, University of Ghana that had a stand-alone computer connected to the Internet in the Electronic Support Unit of the library. This was a facility that an Internet Provider in Ghana -Network Computer Systems- provided free of charge. Unfortunately, the library's clientele did not extensively use the facility. It was only a couple of librarians who could do meaningful searches on the Internet for would-be users at the time. These librarians did not appear to have the time to introduce readers to the service, partly because one computer could not adequately serve all the users who would want to make some use of the service. The facility could not be publicized and it remained virtually unused.

As a result of the project, all the participating libraries of GILLDDNET (The Balme Library, University of Ghana; the Main Library, University of Cape Coast, the libraries of the University for Development Studies, Tamale; the Kwame Nkrumah University of Science and Technology, Kumasi and the Institute of Science and Technology Information (INSTI) were all by 1998, technically speaking, successfully connected to the Internet. At the initial stages, only a limited number of computers were connected to the Internet in all the libraries, and these were the computers that the project purchased for the participating libraries. Now the story is different in some of the participating libraries. The Library of the Kwame Nkrumah University of Science and Technology, for instance, started the Internet service with two computers. It now has fifty computers connected to the Internet. The Balme Library, University of Ghana, has also increased the number of its computers from an initial five to 35. Provision has actually been made for 106 computers in a new Computer Laboratory that is yet to be formally commissioned by the authorities of the University of Ghana. This can be described as a vast improvement of the situation that used to be. More users than before have access to the Internet with the increase in the number of

BEST COPY AVAILABLE

computers in these libraries. Cape Coast University Library has 9 computers with Internet connectivity and INSTI still have three, but then INSTI has a Computer Laboratory that can house about 30 PC's and this is what it uses for its training programmes. The computers are hired for the purpose. The University for Development Studies, Tamale has a local area network (LAN) for five computers but for some time now, due particularly to some technical problems, the library has had no access to the Internet. The Chairman of the Danish Coordinating Team has promised to look for funding to help the University in Tamale.

Training

The sponsors of the project recognized training as an important component of the project. Even before the equipment for the project was purchased, funds were made available for the training of six librarians who would operate the ILL/DD service in their respective libraries. The objectives of the training programme organized for the six librarians from Ghana were:

- To introduce trainees to ILL/DD services, statistics, objectives, policies and procedures in selected libraries in the United Kingdom and Denmark;
- To give trainees hands-on experience in ILL/DD operations in the selected libraries in the U.K. and Denmark;
- To equip trainees with skills that will enable them to make effective and efficient use of the vast information resource on the Internet to satisfy the information needs of users; and
- To encourage trainees to establish links between their respective libraries and the libraries where they will have their practical training.

The first phase of the training took place in Manchester and London. The training was essentially theoretical, providing basic training in ILL/DD service. It involved formal classroom instruction/discussion and visits to a number of libraries and information centers engaged in ILL/DD activities. In Denmark trainees were attached to three well-endowed Danish libraries for practical training in Internet search and ILL/DD procedures.

The six who were trained outside Ghana were expected to train other Ghanaian library staff on their return. Training sessions were held at the University of Ghana in November 1997 for selected staff from the participating libraries. In June 1998 there was another training session in Internet use for the different categories of librarians manning the departmental, faculty libraries and also libraries in Halls of Residence at the University of Ghana. The Travelling Workshop on Internet Use, sponsored by the International Network for the Availability of Scientific Publications and funded by DANIDA, trained twenty Ghanaian academic librarians in the use of the Internet in 1999 in the Balme Library, University of Ghana. Sixteen of the librarians were from the University of Ghana and the other four were from the University College of Education of Winneba. The methodology of the INASP training workshop was used, with minor modifications, to organize and run training sessions for the University of Cape Coast and the Kwame Nkrumah University of Science and Technology, Kumasi. Ten librarians were trained in KNUST in June 2001 and 14 were trained in the UCC library in October 2001. In all cases, the training lasted five days. Slow learners recommended between three and five days more for the next training programme that must come on very soon. They all felt it was a worthwhile programme and commended the facilitators for a good work done.

It must be pointed out that for all these training sessions trainees were asked to fill evaluation forms and some idea of the immediate importance of the training was obtained. It is felt that what needs to be done now is to find out whether the training that was provided some time ago has made any impact on service delivery and the way the Internet is used in these libraries. All training activities and services must be evaluated; only on the basis of a continuing evaluation can the quality of these activities be improved.

The South African experience

Three other librarians from the University of Ghana, University of Cape Coast and the Kwame Nkrumah University of Science and Technology made a study tour of South Africa. The mission to South Africa was undertaken to study the management structures, operations and projects of emerging library consortia in an African environment. It was felt that the GILLDNET project would benefit immensely from the South African experience.

Technical training

GILLDDNET was quick to find out that technical training would go a long way in ensuring uninterrupted use of the Internet for accessing quality information. Two technicians from the Balme Library were trained in Denmark at different times and they were expected to train library staff that are technically inclined in all the participating libraries. The two have so far trained 10 staff members from the participating libraries with the support of the project. GILLDDNET appointed a coordinator of training who handled all training programmes. A team of technical experts from Denmark visited Ghana about three times a year to offer technical advice and actually help with some vital installations. There are occasions when they brought much needed equipment to Ghana.

Information Resources

A review of the literature on Information and Communication Technology in Africa from 1990 to 2000 shows that Internet connectivity is an issue that receives more attention that Internet content. Also Email which, is only one of the services of the Internet, was and is still popular with those institutions that have Intemet connectivity. Academic librarians who wanted to use the Internet to do meaningful, timely and relevant searches for their users had an obvious problem. Quality information on the Internet costs money, as it would be of print. Admittedly there are several sites with quality information on the Internet, but then, the point still remains that subscription to online resources is the best option for the academic library.

The third most important objective of GILLDDNET was, "To support negotiations with main document centers/libraries to obtain favorable treaties." Members of the Ghana Steering Committee are yet to acquire the negotiation skills that will enable them negotiate effectively with database providers. The Danish Coordinating Team of GILLDDNET relied heavily on the services of the International Network for the Availability of Scientific Publications (INASP) to negotiate successfully access to information (online journal packages and bibliographical databases) with Academic (Elsevier) Press, Blackwell Publishers, The Cochrane Library, EBSCO Publishing, Mary Ann Liebert and Munksgaard, Silver Platter, the British Library and 'Subito' for a number of developing countries. From September 2001, the participating libraries of GILLDDNET have had access to these journals and databases, which cover subjects like science, technology, medicine, Social sciences and the humanities.

The INASP Programme for the Enhancement of Research Information (PERI) has made available CD-ROM databases of EBSCO Publishing and SilverPlatter products to all the libraries participating in the project. This is one feature of the programme that is highly appreciated in Ghana. The Internet infrastructure is still at its infancy and there is one library in GILLDDNET that is not getting much out of these online databases. The CD-ROM databases are addressing connectivity and low speed problems.

It must be pointed out that before the online databases were introduced, for about four years, a number of Danish libraries, namely Copenhagen Business School Library, the Veterinary and Agriculture Library, the National Library of Science and Medicine and the State and University library in Aarhus have been supplying GILLDDNET libraries with photocopies of documents when requests are sent to them. The document delivery component of the project is now being seriously tested. Another evaluation of the project is likely to take place at the end of this year, 2002, and it is hoped, judging from the use that is being made now of the facilities that the success story of the project will be written in gold.

Sustainability

Whenever a project is foreign funded, the management issue that immediately crops up is sustainability. Donor funds will not flow forever and steps that will ensure survival and continuity must be considered for later implementation. The networking project under discussion never lost sight of this issue. It was discussed at the April 1996 brainstorming seminar in Accra. In October 1999, the Danish Coordinating Team and some members of the Steering Committee met with the five Vice-Chancellors of the five public universities in Ghana at the University of Ghana. The meeting discussed the project and its sustainability. The Vice-Chancellors promised to do all that they could to ensure the success of the project, and sustain it. The team that met with the Vice-Chancellors also had discussions with the then Deputy Minister of Education in charge of tertiary education. The Deputy Minister urged the universities to implement government policy on university libraries In Ghana. This is the policy that stipulates the allocation of 10% of the universities' annual budget to the libraries. In January 2001 the Danish Coordinating Team and the head librarians of all the participating libraries had another meeting with the Vice-Chancellors. The Registrars and the Finance Officers of the participating universities were present. The Committee of Vice-Chancellors and Principals (CVCP) again gave the assurance that the universities were fully committed to the success and sustenance of the project. Again, on a recent visit to Ghana in December 2001 by some members of the Danish Coordinating Team, discussions on the sustenance of the project were held with all the Vice Chancellors and Principal in their own institutions. The team for the third time visited all the GILLDDNET libraries in January 2002. All the heads felt GILLDDNET was important and beneficial and so everything possible will be done to let it function after the end of donor funding.

Evaluation seminars have been organized on two different occasions. The Danish Coordinating Team commissioned two evaluation reports. All the reports maintained that the project was making steady progress and that more needs to be done to improve access to and retrieval of quality information from the Internet.

GILLDDNET may not have made the impact that the management of the project would have liked but then, it can be said that the project has made many Ghanaian librarians information and communication technology (ICT) literate. The impression one gets when one visits other West African libraries is that Ghanaian libraries, however limited their use of the Internet is in real terms, appear to be leaders in accessing and retrieving information, and make more meaningful use of the Internet. GILLDDNET has a future, and a bright one for that matter.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 036-132-E
Division Number: V
Professional Group: Document Delivery and Interlending
Joint Meeting with: -
Meeting Number: 132
Simultaneous Interpretation: -

Enhancing Access to Information through Document Delivery Systems – INFLIBNET's Approach

S. M. Salgar
Scientist "G", Information & Library Network (INFLIBNET) Centre,
University Grants Commission, Gujarat University Campus,
Ahmedabad, India
E-mail: salgar@inflibnet.ac.in

and

T. A. V. Murthy
Director, Information & Library Network (INFLIBNET) Centre,
University Grants Commission, Gujarat University Campus,
Ahmedabad, India
E-mail: tav@inflibnet.ac.in

Abstract:

Due to diminishing library budgets, coupled with information explosion, academic librarians in India are finding it difficult to meet the insatiable demands of their clientele. For a country as vast geographically as India, having many universities located in remote places, this problem is compounded. Efforts were made in the past to provide document delivery services through a few documentations centers, set up by the Government in different disciplines. This paper focuses on the initiatives launched by the University Grants Commission of India in last few years, through INFLIBNET Centre, to provide this service through electronic means by computerizing university libraries, establishing a network and setting up of document delivery centers.

1. Introduction:

Most of libraries in the world are plagued by shortage of funds on one hand and shrinking of library budget on the other. This problem is more pronounced in developing and under-developed countries. Due to ever increasing cost of published material, the library collections are shrinking. There is an information explosion and the user demands are increasing. Librarians are at their wits end to satisfy the needs of their clientele. The only viable solution to meet users demands is to make optimum use of available literature. This is being done through pooling and sharing of resources. Inter-library co-operation is of utmost importance for this to succeed. Duplication in acquisition needs to be avoided to make use of scarce financial resources to acquire more unique collections, not available in sister libraries. Librarians are willing to stop subscribing to those journals which are available elsewhere. But before taking such a step, they need to be assured that photocopies of articles in these journals will easily be available to them, when needed. This requires an efficient Document Delivery System.

2. Document Delivery Service in India : A broad scenario

Realizing the need for of photocopies of research papers from learned journals and conference proceedings from both academia and researchers, concerted efforts were made to provide the document delivery services since 1950s' by several national level organizations. These services were initiated mostly by public funded libraries and information centres and were provided at nominal cost strictly adhering to letter and spirit of copyright laws. An attempt is made in this section of the paper to give a broad view of such efforts by some of the major organizations. The same is broadly grouped into the following:

- Service provided by national documentation centers.
- Service initiated and supported by National Information System for Science and Technology (NISSAT)
- Service supported by University Grants Commission (UGC).

There are three major national level documentation centres set up in different disciplines. These are Indian National Scientific Documentation Centre (INSDOC), National Social Science Documentation Centre (NASSDOC) and the Defence Science Information and Documentation Centre (DESIDOC). INSDOC was set up as a national facility to cater to the information needs of scientists working in over 45 research laboratories falling under the purview of Council of Scientific & Industrial Research. 'Document Copy Supply Service' has been one of its basic services of INSDOC, since its inception. This is a widely used service at the national level and is not limited to 45 laboratories only but open to entire academic and research community. To facilitate and promote Document Supply Service, INSDOC compiled a National Union Catalogue of Scientific Serials in India listing over 36,000 unique titles of serials subscribed by more than 800 libraries in India in the area of Physical and Engineering Sciences (1). Similarly, the NASSDOC, an apex documentation centre setup by Indian Council of Social Science Research to serve as a national facility for social scientists working in 27 research organizations has been providing 'Document Delivery and Photocopy Services'. This service has become popular among social scientists. A union catalogue of serials in social science compiled by NASSDOC, covering the titles held by all the major social science libraries including some of the universities has been a handy source in using this service(2). In the area of defence science, DESIDOC has been serving as a national centre. This centre was established mainly to cater to the needs of Defence scientists from over 40 laboratories, funded by Defence Research & Development Organization (DRDO). 'Document Supply Service' is one of its widely used popular services within the DRDO funded organizations. The union catalogue of current serials and back volumes serve as tool to locate the journals of interest for initiating the requests for articles under Document Delivery Service(3).

The second major initiative came from National Information System for Science & Technology (NISSAT). NISSAT is a national level coordinating & funding agency for creating information infrastructure in the area of Science & Technology. This agency is setup and supported by Department of Scientific & Industrial Research, Government of India. NISSAT, so far, has created and supported over 13 sectoral information centers, in specific subjects, such as leather, drugs, machine tools, food etc., six NASID centers (National Access Centres to International Data services) and over a half dozen city library networks. All these centers and networks offer the document delivery service in their respective subjects to meet the needs of specific constituencies(4). Much needed boost came to this service when, NISSAT took major step, by working out an arrangement with National Library of Australia for supply of articles at subsidized cost under NLA-ASTINFO (National Library of Australia – Regional Network for the Exchange of Information and Experience in Science & Technology) projects. This involved 13 institutions, from different parts of the country to work as nodal agencies and it was one of the successful projects of NISSAT that created interest among user community, though it was for a limited period(5).

Since the above-mentioned efforts mainly focused towards catering the needs of researchers from scientific organizations, a need was felt to strengthen the services in the academic sector as well. The University Grants Commission (UGC) [http://www.ugc.ac.in] being the apex body to monitor and fund the higher education in the country, established following three information centers covering different disciplines to fill this void.

- National Centre for Science Information (NCSI) (6) at Indian Institute of Science, Bangalore.
- National Information Centre (NIC) (7) at SNDT Women's University, Mumbai.
- National Social Science Information Centre (NASSIC) (8) at M.S. University, Baroda.

All these three centers had the mandate to provide the Document Delivery Service, specifically to the academia. Accordingly, the necessary infrastructure was created to extend this service, using the serials collection held by the universities where they were attached. Of the three centers, NCSI took active interest and worked out the arrangements with other external Document Delivery Service agencies like BLDSC (British Library Document Supply Centre), CISTI (Canadian Institute for Scientific and Technical Information), NLA (National Library of Australia) and others and extended the service.

Besides these major efforts in this area, the National MEDLARS Centres, established at National Information Centre (Government of India) has been providing the Document supply service to the medical practitioners as an extended activity of National Medical Library, USA using the rich collection of serials in the area of Medicine(9). There are a quite few large and resourceful academic institutions, like Indian Institute of Technology (six), Indian Institute of Management (six) libraries, offering Document Delivery Services using their collation of serials

3. Document Delivery Service through INFLIBNET supported Centres

India has over 260 universities and 14,000 colleges(10). Most of the universities are either funded by Central or by State Governments and majority of the colleges also receive funding from the Government. To facilitate the modernization and to promote resource sharing among the libraries and information centers attached to these academic institutions, the University Grants Commission (Government of India) established Information and Library Network (INFLIBNET) during 1991. One of the major objectives of this network is " to provide a document delivery service by establishing resource centers around librarians, having a rich collection of documents"(11).

Having concentrated its full resources and efforts in computerization of 142 university libraries (as shown in enclosed map) and training more than 600 librarians in the country during its first decades of its establishment, INFLIBNET turned its attention and initiated a proposal to set up document delivery centers during 2000. This was done with a view to give much needed impetus to document delivery service in the academic sector as a supplementary to the existing services provided by other agencies. This proposal was discussed and debated in detail in the meetings of INFLIBNET's Governing Body and Council and got the final approval from UGC with a commitment to support with fundings. The Document Delivery Service is a three-year pilot project supported and coordinated by INFLIBNET and was launched in the beginning of 2001. Under this service, following six resourceful universities were identified to serve as Document Delivery Centres.

1. Banaras Hindu University **[http://www.bhu.ac.in]**
   (Arunachal Pradesh, Assam, Bihar, Manipur, Meghalaya, Nagaland, Sikkim, Tripura, Uttar Pradesh)
2. University of Hyderabad **[http://www.uohyd.ernet.in]**
   (Andhra Pradesh, Madhya Pradesh, Orissa, West Bengal)
3. Indian Institute of Science, Bangalore **[http://www.iisc.ernet.in]**
   (Karnataka, Kerala, Lakshadeep, Pondicherry, Tamilnadu)
4. Jawaharlal Nehru University, New Delhi **[http://www.jnu.ac.in]**
   (Delhi, Haryana, Rajasthan)
5. Panjab University **[http://www.puchd.ac.in]**
   (Chandigarh, Himachal Pradesh, Jammu & Kashmir, Punjab)
6. Tata Institute of Social Sciences, Mumbai **[http://www.tiss.edu]**
   (Diu and Daman, Goa, Gujarat, Maharashtra)

These universities represent different geographical areas (state names are mentioned) and cover almost all major disciplines. All the six universities have signed Memorandum of Understanding with INFLIBNET showing the commitment to share their resources.

INFLIBNET, through UGC has provided financial support to all the six DDCs during the project duration. This amount is provided as initial and recurring grants. Using the financial support, all the Document Delivery Centres have got the following infrastructure to deliver the articles either as photocopy or electronically using Internet.

- Dedicated computer system with Internet connectivity
- Flat bed scanner to scan and deliver A4 papers
- Colour laser printer
- Photocopying machine
- Ariel software (version 3.1)

These DDCs will provide the service using their existing collection of journals and conference proceedings, and will ensure that there is no copyright violation. Service is mainly open to all academic and research institutions with a priority to INFLIBNET member libraries. It is provided through libraries of respective institutions at nominal cost.

A union catalogue of serials is compiled by INFLIBNET listing all the titles subscribed by six DDCs. This is made available to most of the academic and research organizations in print form. The same is accessible in electronic form through INFLIBNET's website at **http://www.inflibnet.ac.in**. Union catalogue lists over 3800 unique current serial titles, and is updated on a continuous basis. Of these, more than 861 titles are of Indian origin. Conference titles and annuals are not covered in this catalogue. Libraries are finding this as useful tool in locating the titles of their interest before requesting for articles.

Due publicity has been given by both INFLIBNET and each DDCs about this service in most of the professional publications and newspapers. Libraries and individual users are encouraged to send their requests for copies of papers by email. Separate email accounts have been opened in the name of DDCs and contact persons are identified at each DDC. Service is gaining momentum among the librarians & users and is yet to reach the expected level of usage. Some more steps are being initiated to make this service efficient and useful.

Presently the service is a little hampered for want of a dedicated captive network linking all the universities. Majority of the university libraries have only dial-up connectivity to Internet obtained from local Internet Service Providers (ISPs). Since most of the ISPs provide the Internet connectivity using normal PSTN lines, the data speeds are slow and down loading of articles is time consuming. In the month of April, 2002, UGC has signed a Memorandum of Understanding with ERNET India Ltd. [http://www.ernet.in], a body under the Ministry of Information Technology, Government of India to establish and operate UGC Network, a wide area network linking more than 170 universities across India. UGC Network will also have connectivity to Internet. This network will be a mix of satellite and terrestrial network technologies. Once operational, it will provide good data speeds to universities and the use and demand for Document Delivery Service is expected to mushrum.

With launching of this service, INFLIBNET hopes to bridge the gap between resourceful universities and those who lack the resources, thereby optimizing the use of existing collection of journals.

4. International Collaborations : Exploratory Efforts

INFLIBNET does not want to limit its Document Deliver Service to literature available only in India. It understands the importance and need to provide access to information resources to Indian academic and research community available at international level and also allow sharing of Indian resources by others. Some exploratory efforts are already being initiated in this direction. University of Pittsburgh has initiated a Global Resource Sharing project in 1998 with six Chinese universities. Under this project, delivery of research papers has been taking place using Ariel software on the Internet. A trial project could be started between University of Pittsburgh and six Indian university libraries which are currently serving as Document Delivery Centres under INFLIBNET Programme. Similar tie ups may be explored with Centre for Research Libraries, Chicago, Carnegie Mellon University and others.

5. Conclusion

INFLIBNET Centre was established by the University Grants Commission in India to mitigate the hardships faced by the academic and research community in having access to desired information. As a first step in this direction, computerization of libraries was carried out successfully. A wide area network is being established linking all the universities and other important information centers. Efforts are under way to devise means for optimum utilization of available resources through sharing and pooling. Establishment of an efficient Document Delivery System in the country is a step in that direction.

6. Acknowledgements

The authors acknowledge profoundly the assistance received from Dr. T. S. Kumbar, Scientist – D of INFLIBNET Centre.

7. References

8.

(1) Document Copy Supply Service from Indian National Scientific Documentation Centre, New Delhi **[http://www.insdoc.org/ser_des.htm]**

(2) Document Delivery and Photocopy Services from National Social Science Documentation Centre, New Delhi. **[http://www.icssr.org/nassdoc_service.htm# document.]**

(3) Document Supply Service from Defence Scientific Information & Documentation Centre, New Delhi **[http://www.drdo.org/labs/compsci/desidoc/areas.shtml]**

(4) National Information System for Science & Technology, New Delhi **[http://dsir.nic.in/vsdsir/divistion/nissat/nisobj.html]**

(5) Lahiri, A., Problem of document Supply: a Book at Indian sources and NLA-ASTINFO Facility. *NISSAT Newsletter* No.1, 1992 pp. 18-22

(6) Document Delivery Service from National Centre for Science Information, Bangalore **[http://www.ncsi.iisc.ernet.in/iisc-services.php]**

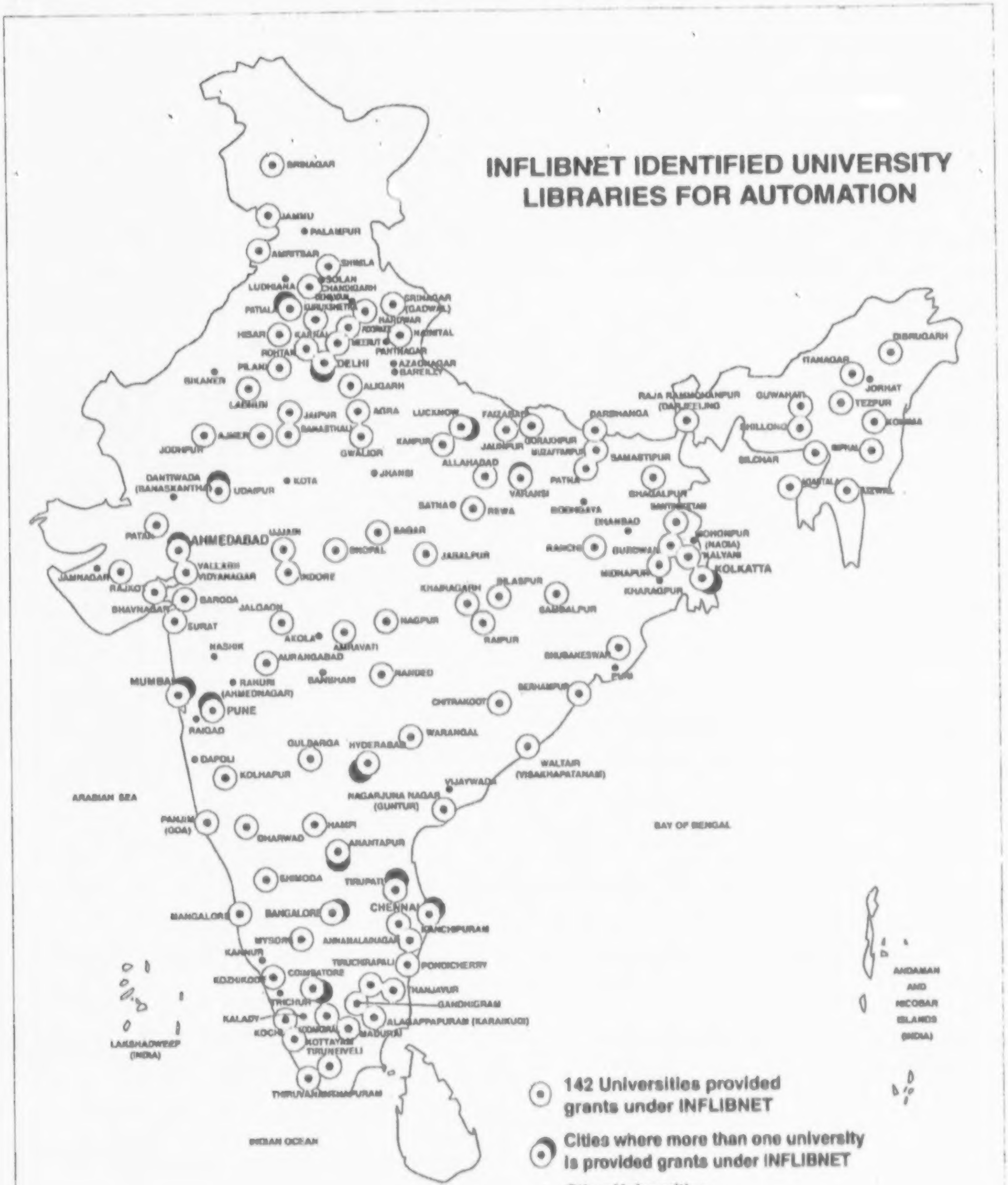
(7) National Information Centre, SNDT University, Mumbai **[http://www.sndt.edu/nicindex.htm]**

(8) National Social Science Information Centre, M.S. University, Baroda – A Service Brochure.

(9) Full-text of journal articles service from Indian MEDLARS Centre. **[http://www.indmed.nic.in/vsindmed/iincwebds.html]**

(10) Association of Indian Universities. **[http://www.aiuweb.org/index.htm]**

(11) Document Delivery Service from Information and Library Network centre (INFLIBNET), Ahmedabad **[http://www.inflibnet.ac.in]**



INFLIBNET IDENTIFIED UNIVERSITY LIBRARIES FOR AUTOMATION

SRINAGAR
JAMMU
PALAMPUR
AMRITSAR
SHIMLA
SOLAN
LUDHIANA
CHANDIGARH
PATIALA
KURUKSHETRA
SRINAGAR (GADWAL)
HARIDWAR
ROORKEE
HISAR
KARNAL
MEERUT
NAINITAL
ROHTAK
PANTNAGAR
PILANI
DELHI
AZADNAGAR
BAREILLY
BIKANER
ALIGARH
LADNUN
JAIPUR
AGRA
LUCKNOW
FAIZABAD
BANASTHALI
AJMER
JODHPUR
GWALIOR
KANPUR
JAUNPUR
GORAKHPUR
MUZAFFARPUR
DARBHANGA
RAJA RAMMOHANPUR (DARJEELING)
GUWAHATI
ITANAGAR
DIBRUGARH
JORHAT
TEZPUR
SHILLONG
KOHIMA
SILCHAR
IMPHAL
AGARTALA
AIZWAL
ALLAHABAD
SAMASTIPUR
DANTIWADA (BANASKANTHA)
UDAIPUR
KOTA
JHANSI
VARANSI
PATNA
BHAGALPUR
SATNA
REWA
BODHGAYA
SANTINIKETAN
DHANBAD
PATAN
AHMEDABAD
UJJAIN
SAGAR
BHOPAL
JABALPUR
RANCHI
BURDWAN
MOHONPUR (NADIA)
KALYANI
JAMNAGAR
VALLABH VIDYANAGAR
INDORE
MIDNAPUR
KOLKATTA
KHARAGPUR
RAJKOT
BARODA
KHAIRAGARH
BILASPUR
SAMBALPUR
BHAVNAGAR
SURAT
JALGAON
NAGPUR
RAIPUR
NASHIK
AKOLA
AMRAVATI
AURANGABAD
BHUBANESWAR
PURI
MUMBAI
RAHURI (AHMEDNAGAR)
BANSHAHI
NANDED
BERHAMPUR
PUNE
CHITRAKOOT
RAIGAD
GULBARGA
HYDERABAD
WARANGAL
DAPOLI
KOLHAPUR
WALTAIR (VISAKHAPATANAM)
VIJAYWADA
ARABIAN SEA
NAGARJUNA NAGAR (GUNTUR)
PANJIM (GOA)
DHARWAD
HAMPI
BAY OF BENGAL
ANANTAPUR
SHIMOGA
TIRUPATI
MANGALORE
BANGALORE
CHENNAI
KANCHIPURAM
MYSORE
ANNAMALAINAGAR
KANNUR
TIRUCHIRAPALLI
PONDICHERRY
KOZHIKODE
COIMBATORE
THANJAVUR
TRICHUR
GANDHIGRAM
KALADY
ALAGAPPAPURAM (KARAIKUDI)
KOCHI
KOMORAL
MADURAI
KOTTAYAM
TIRUNELVELI
LAKSHADWEEP (INDIA)
ANDAMAN AND NICOBAR ISLANDS (INDIA)
THIRUVANANTHAPURAM
INDIAN OCEAN
◉ 142 Universities provided grants under INFLIBNET
◉ Cities where more than one university is provided grants under INFLIBNET
● Other Universities

BEST COPY AVAILABLE

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 035-132-E
Division Number: V
Professional Group: Document Delivery and Interlending
Joint Meeting with: -
Meeting Number: 132
Simultaneous Interpretation: -

The Programme for the Enhancement of Research Information (PERI): an integrated response to needs

Carol Priestley
Director, International Network for the Availability of Scientific Publications (INASP)
Oxford, UK

Abstract:

There has been much concern within emerging and developing countries that the gap between those who have access to information and those who do not is widening. There has also been an increased recognition of the vital role that information and knowledge can play in development and of the potential for the use of new information and communication technologies (ICTs) within this. Following the provision of connectivity, but experiencing difficulties in obtaining relevant and timely 'content', research partners in a number of countries called upon INASP to work with them in developing a coherent programme of opportunities to access international information, provide access to and dissemination of local and regional research results and provide training in both 'Internet' use and journals production.
The result was the ***Programme for the Enhancement of Research Information (PERI)****.*

---

1 Background

The 1990s saw a proliferation of ICT connectivity programmes, e.g. those supported within the NATO Science, UNDP, and InfoDev programmes. Catherine Nyaki Adeya[1] (2001) reviewed a number of those playing a significant role in Africa, complementing and updating the personal accounts of introducing new information technologies into institutions in the publication 'Bridge Builders'[2] (1996). Both pieces of work cite many examples illustrating the steps to build links between countries and the worldwide movements related to the global information infrastructure. However, both cite few examples of activities or programmes involved in providing the opportunities of relevant and affordable literature. In fact, there have always been a number of ad hoc activities providing 'content', both from individual publishers and via a host of externally supported research projects. However, few have been affordable and sustainable in the long-term, access to national and regional research was very limited and researchers soon found that the Internet also provides a surplus of 'free' information of dubious authority.

---

[1] Adeya, C.N. *Information and Communication Technologies in Africa: A Review and Selective Annotated Bibliography 1990-2000* Oxford: International Network for the Availability of Scientific Publications (INASP), 2001.

In1999, INASP was invited to work with partners involved in the Danish Ministry of Foreign Affairs Danida programme ENRECA (Enhancement of Research Capacity in Developing Countries) in development of a programme (the Programme for the Enhancement of Research Information (PERI) to meet their expressed needs. A pilot to test logistics ran throughout 2001 and the activities continue to be enhanced and developed by the PERI Country Coordinators and INASP.

2 Aim

To support capacity building in the research sector in developing countries through strengthening the production, access and dissemination of information & knowledge.

3 Objectives

The immediate objectives of the programme are to:

- facilitate the acquisition of international information and knowledge through electronic Information and Communication Technologies (ICTs)
- strengthen and develop access to national and regional journals as a medium for the dissemination of local information and knowledge
- provide awareness or training in the use and/or evaluation of electronic ICTs
- enhance skills in the preparation, production and management of journals.

These objectives are presently being met by four complementary activities:

4.1 Provision of international scientific and scholarly information

A programme has been developed, and continues to be developed, in response to requests to include access to all major scientific, technical, medical, social science and humanities journals. Individual publishers, 'packagers' of information and consolidating subscription agents responded eagerly to the preliminary research for the programme. INASP's non profit Non Governmental Organisation (NGO) status means that extremely attractive discounts (usually between 80% - 95%) for country-wide access can be negotiated on behalf of partners.

The programme includes current awareness databases, on-line full-text journals as well as document delivery services. Almost all packages are available on a country-wide access licence basis and in-country PERI Coordinators and INASP are encouraging collaborative purchase. The key to success being that the price-models being adopted by the information providers have to be affordable and sustainable in the long-term. Partners are provided with the opportunity to make selections in line with their research priorities and needs.

4.2 Journals Online programmes (JOLs)

---

[2] National Research Council. *Bridge Builders: African Experiences with Information and Communication Technology*. Washington DC, National Academy Press, 1996

Dramatic changes are taking place in academic and library communities. Advances in electronic technology have led to new ways of accessing information and communicating the results of research. Electronic access, especially via the Internet, has grown rapidly over the past three years. The trend towards access rather than ownership has serious implications for publishers everywhere but scholarly journals in emerging regions are particularly vulnerable. They have already suffered through cuts to library budgets. The increasing use of electronic publishing now threatens to marginalise them further and to make their existence even more precarious.

Moving into electronic publishing has not yet been an option explored by many developing country publishers. It is, however, important that they benefit from the exciting opportunities offered by the Internet. They should be able to use it to promote their journals and to disseminate information about their activities to a wider audience. A successful model has been developed through *African Journals Online* (AJOL) <http://www.inasp.info/ajol/> and INASP is now assisting in the establishment of regional online services to:

- enable the results of research undertaken and published locally to become more widely known and accessible;
- strengthen the local scholarly journal publishing sector by providing income both through encouraging print and/or electronic subscriptions and through the purchase of single articles;
- increase worldwide knowledge of indigenous scholarship
- assess the impact of using the Internet to promote locally published journals

Programme elements include:

- *TOC and ABSTRACTS* Tables of content and abstracts from journals of proven content and regularity are hosted on a central Web site, for a minimum period of five years. Access is free of charge. Contents are searchable by key word.
- *FULL TEXT* AND *DOCUMENT DELIVERY* Links are provided to full text, where available online. A print document delivery service for articles is offered, with proceeds being remitted to the journal concerned.

Additional features include:

- full details about each journal, including scope, contacts, instructions to authors, how to subscribe
- links to journals about the region but published elsewhere
- details of other relevant journal indexing sites and services

4.3 'Internet' awareness and training for researchers and information personnel

For university and research communities throughout the world, finding high quality, relevant information is becoming increasingly difficult and, at times, frustrating. The pilot phase of PERI confirmed requests from librarians and researchers for quality, relevant training in order to use the Internet, to utilise information available in PERI to its full potential, and to help them identify and evaluate other information sources. Extensive engagement and experience with partner institutions has led to the adoption of a locally facilitated, multiple participants (from a single site), 'travelling' workshop methodology <http://www.inasp.info/peri/internet> whenever possible for ICT training activities. This methodology has the following key characteristics:

- expert produced training materials: materials are developed with appropriate sector, subject and environmental knowledge and experience. The end result is a resource bank of high quality training and support materials

- 'Travelling' workshops' with regional and local facilitators: workshop facilitators are drawn from the local sector community and are involved with at least two workshops before acting as lead facilitator for one or more workshops. This has the benefit of building local skills and capacity in both the subject area and training programme development and delivery
- single site in-country training: wherever possible, workshops are run with multiple participants from a single site to help build a critical mass of trainees in each location. This helps ensure effective follow-up, support and training impact.

The following workshop series are presently available:

*Using the Internet (*3-5 day hands-on workshop)
Modules available include: introduction to the Internet; browsers; search engines and searching the Web; information gateways; resources for teaching, learning and research; evaluating and quality of Internet information; web page design, usability and evaluation; free and low cost software; copyright; costing the use of the Internet; Internet training for library users and developing a training plan.

Electronic Journals and Electronic Resources Library Management (4-5 day hands-on workshop)
Modules available include: electronic library resources overview; supply models; software requirements; PERI programme resources review; downloading and document delivery; effective searching; archiving of electronic resources; copyright and licensing; evaluation and monitoring use; managing access and purchase; managing implementation and user access.

Web Page Design and Authoring, leading to Library Web Pages (5 day hands-on workshop)
Modules available include: Web authoring tools; HTML; principles of Web design; reverse engineering; stylesheets; efficient Web design; images for the Web; graphics tools; information architecture; optimal navigation techniques; evaluation techniques (user analysis, task analysis, stakeholder analysis); project management and project costing; developing library Web sites.

ICT Troubleshooting for Librarians and Information personnel (1-2 day workshop)
Modules available include: review and analysis of common IT problems with software, hardware/workstations and printers; when to help and when to get help; fixing common problems, diagnosis of problems for an IT technician; how to manage the IT technician.

4.4 Enhancement of skills in the preparation, production and management of journals

Many publishers are not yet able to take advantage of the electronic media for marketing, publicity and dissemination as their publications have not yet been able to reach a consistent level of quality of content, currency and regularity of publication. PERI offers:

Training workshops covering management and production
A programme of practical 'hands-on' regional training workshops is being developed, building on INASP's experience 1996-2001. The aim will be to continue to assist journal publishers to improve their publishing operations, and most especially to provide them with exposure to the options available in utilising ICTs. The programme for each workshop is elaborated with the participants, and usually includes emphasis on the management of journals publishing processes (editorial, production, financial, marketing, etc.) as well as the actual processes themselves (e.g. copyediting, production, proof reading, etc.).

Training activities covering publishing online
Following discussions with journal publishers in Africa, INASP developed a pilot project to assist African titles to publish full text on the Web. Initially, ten journals are being supported in the African Journals OnLine Publishing Project (AJOPP) <http://www.inasp.info/psi/ajopp>. An inception workshop covered

all issues in e-journal publishing and provided the necessary knowledge to allow journal publishers to decide their best option in moving forward into electronic full text publication. Topics covered included:

- technicalities: what is required to move from camera-ready copy to full electronic text; postscript, pdf and html formats; the roles played by pre-print services, digitizers, etc.
- distribution and delivery: various models of electronic distribution (author, primary publisher, second party distribution, gateways/consolidators, subscription agents); payment mechanisms.
- costs and sustainability.
- advantages and disadvantages of electronic journal publishing.
- options for Africa, now and in the future.

Each journal has now produced strategic and action plans of how it intends to mount full text on the Internet and is being assisted to follow through its preferred method of going online.

Publishing Partnership Programme

PERI is also able to provide support for study visits and arrange journal 'mentoring' through a Partnership Programme.

Conclusion

PERI is certainly not the only programme providing opportunities for access to information. In 2000, the International Association of University Presidents (IAUP) developed the SAP (Supply of Academic Publications) programme; the Open Society Institute developed eIFL Direct (Electronic Information for Libraries); and, in 2001 WHO launched HINARI (Health InterNetwork Access to Research Information) All the activities to date raise other important considerations:

- Providing access is only the first step
- There is a real need for extensive, hands-on, high quality and effective training
- High quality content increases demand for network resources – at present the external network speeds are significantly failing to meet demand
- information sharing & collaboration between activities and programmes is essential and is best co-ordinated in-country.

Carol Priestley
Director

International Network for the Availability of Scientific Publications (INASP)
27 Park End Street, Oxford, OX1 1HU, UK

E-mail: inasp@inasp.info Web site: http://www.inasp.info/
Tel: +44 (0)1865 249909 Fax: +44 (0)1865 251060

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 052-133-E
Division Number: IV
Professional Group: Cataloguing
Joint Meeting with: -
Meeting Number: 133
Simultaneous Interpretation: Yes

The Basis for a Record in Major Cataloguing Codes and the Relation to FRBR

Gunilla Jonsson
Deputy Director, Head, Department for Collection Development & Documentation,
Kungl. Biblioteket, the National library of Sweden
Stockholm, Sweden

Abstract:

A truly global supply of bibliographic records and the emergence of online publishing put new challenges on our organization of bibliographic control. Three, important cataloguing codes are presently under revision, the AACR, the Italian RICA and the German RAK. The basis for a record, the carrier-content dichotomy, is one, fundamental issue, which has been particularly observed in the AACR revision process, strongly influenced by the IFLA report Functional Requirements for Bibliographic Records (FRBR), 1997. Is it possible to move from "Manifestation records" to "Work records"? The answer seems to be no, and the conclusion is that the Manifestation record is more needed than ever, but that information on Works and Expressions is urgently needed as well, and that we must expand authority information considerably if we shall be able to give proper guidance to our users. FRBR offers a model and a language which can help to bring about the common understanding which is the first prerequisite of information interoperability.

The cataloguing discussion at the international level has intensified during the last decade. Presently, several, big cataloguing communities are discussing or carrying out revisions of their rules: AACR2, the German RAK and RICA, the Italian rules. I see two, main factors driving this development.

The cataloguing environment today is global. The use of integrating search protocols and search interfaces on the Internet and new techniques of record discovery and record import have given more realism to the utopian goal that a bibliographic resource shall only be described once, this record to be used by every library that needs it. Much money has been spent over the years on conversions between systems. Machine readable formats have been in the centre of this activity. We have, during the 1990s been through a partly bitter format battle, which now has been closed, at least for the time being. As the dust from this battle slowly settles, we are turning the focus towards cataloguing, because this is really the area where we need to agree and come together, if interoperability, shall be possible. A common structure doesn't achieve anything if we do not agree on the contents of the structure.

Another important factor is the emergence of electronic publishing on the Internet during the 1990s. This area presents a whole raft of problems which cataloguers have not had to face before, most of them connected with the dynamic and volatile nature of digital publishing, which, by the way, I don't think can be solved to any satisfaction until there is a general and at least in principle working equivalent of legal deposit for this publishing environment. On the other hand electronic, or digital, publishing also offers new opportunities to work with the producers to generate bibliographic data directly from the full text of documents, and we witness today a better understanding from the producers' side of the importance of providing basic, bibliographic data.

It is logical, under such circumstances, that cataloguing codes are analysed and revised, and this situation offers an opportunity to investigate whether harmonizing of different codes is achievable. In this context I put a third influential factor, the existence of the report *Functional Requirements for Bibliographic Records* (FRBR), which was presented at IFLA in Copenhagen in 1997, and since then has inspired both a theoretical analysis of existing cataloguing codes, especially the AACR2, recently extended even to the MARC21 format[i], and experiments with database structures, in order to arrive at more userfriendly solutions. The emergence of FRBR is proof of the need to apply a common, conceptual framework to cataloguing processes brought about by the developments hinted to above. As Elaine Svenonius observes in a recent book, "the emergence of global cataloguing" makes an ontology necessary"[ii]. FRBR now in itself is a factor driving the development. It has contributed to the theoretical understanding of the cataloguing activity among cataloguers around the world, and it has become a framework, or an inevitable point of reference, for catalogue revision projects undertaken since its publication.

In the light of FRBR I will look at three cataloguing codes, AACR2, the Italian rules, RICA and the German rules, RAK. I will focus on one aspect only. It is, however, a fundamental one, the basis of a bibliographic record. I'm talking about the old content-carrier dichotomy, which today even has to be extended to the different Manifestations in which electronic resources may appear.

I will take my point of departure in AACR2, because this is the only one of the three codes which has an explicit rule to guide cataloguers as to what should determine the descriptive focus of a record. This rule, to be found in paragraph 0.24, does not clearly distinguish between published and unpublished materials, as AACR2 covers all types of material.The rule is subject to slightly differing interpretations within the AACR2 community. Most notably, the Library of Congress has chosen to treat reproductions in microform according to the format of the original and account for the microform format in a note.

When you compare 0.24 with FRBR, it is clear that the rule is rather Item oriented than anything else. Although a cataloguer normally works from one single Item of a Manifestation, the normal approach is to assume that this Item, this copy in hand, represents a class of Manifestations, so that you describe the Manifestation rather than the Item, the edition rather than the copy. – Now, it isn't possible to map Manifestation to edition only, but a Manifestation of which there are multiple Items clearly corresponds to edition at a principle level. We are not in the habit of making separate records for every Item of a Manifestation, that would be absurd, and 0.24 has not been interpreted to mean that. The strong focus on carrier, however, and the lack of distinction between the requirements for published and unpublished material, has given rise to controversies and different practises. For the Toronto conference about AACR in 1997, Lynne Howarth made a comprehensive analysis of the problems with 0.24 and also a forceful plea for a switch to a Work oriented approach[iii].

In my view, it is rather the failure to recognize the different requirements put by published and unpublished, than the strong focus on carrier, which has been problematic with 0.24. Whatever you do in cataloguing, you have to identify a carrier at some level.

To take part of a Work, we must get hold of an Item of a Manifestation embodying an Expression of that Work. There's no way around that, and let me stress that this goes for Internet resources as well. – That we do not touch them with our hands, doesn't mean that they lack a physical existence. They do exist as specific combinations of electric charges on disks.

As one consequence of FRBR, the principles underlying AACR2 are under intense discussion within the AACR2 community. One result of these ongoing discussions is a new, but probably still intermediate, phrasing of 0.24. The ambition is to move the focus from carrier to content. It also introduces the important distinction between published and unpublished[iv]. In ontological terms, maybe, monoform and polyform would be more adequate concepts[v].

On remit from the Joint Steering Committee (the JSC) of AACR, a working group has experimented with Expression based cataloguing, and their experiences are available on the home page of AACR. Their findings, so far, do not support the Expression oriented approach. Instead, they are turning back to the Manifestation, as the solid ground for a record, and envisages different means to derive the Expression and Work information as a distinct layer, when needed, by other methods.

What guidance do we find then, to the question of when a new record for the same content is required? One of the JSC group members, Pat Riva, states that there is no explicit guidance in the present rules in AACR2, but "It is inferred that if the description would be different than any already in the catalogue, that a new record is needed"[vi]. I would amend that conclusion slightly and say that if the description would be more than marginally different, we need a new record. As a matter of fact, we may safely assume that many of our existing records do cover similar but still different Manifestations, which we are not even aware of. We can only establish identity of the descriptive elements which are recorded in a record and assume that the rest is identical as well, which might not always be the case. This is an underlying condition for all cataloguing, and it occurs at all levels of description, although it does occur more frequently at the lowest descriptive level, of course. By the way, this is a well known problem in cataloguing hand press imprints, where it is often less confusing for the user to get minor differences between Manifestations embodying substantially the same Expression described in a note in a single record than to have different records for all such cases. Well, isn't such a record an Expression record? No, you should rather call it collocating at the Manifestation level. It is a practical way of recognizing the specific requirements of polyform Manifestations, which may comprise slightly different classes of Items.

The Italian rules, RICA, represent another family of cataloguing codes, and they demonstrate a firmly Manifestation oriented approach. The aim of the catalogue is stated as identifying the different editions of a work, and the copy in the cataloguer's hand should be considered as representative of the edition. The rules common to all types of publications are kept together (although the requirements for printed publications, that is, polyforms, are admittedly best catered for) and there are additional rules for other carrier formats. The current Italian rules already have levels, which correspond to Work, Manifestation and Item. The Work level is represented by an authority record for title. Italy, as well, is presently discussing a revision of their rules and the FRBR model plays an important role in these discussions. The concept of Expression is particularly extensively analysed, and the conclusion for the time being is not to include it in the cataloguing code, because it doesn't address the requirements of editions, that is polyform Manifestations, and because they do not find the demarcation between Expression and Manifestation sufficiently clear[vii].

Turning to the German rules, RAK, it isn't possible to find anything as explicit as 0.24. RAK does state, however, that the copy in hand should be considered representative of an edition, or probably rather of editions and issues of an edition[viii]. RAK isn't absolutely clear on this point, but it is still obvious that the attitude is Manifestation oriented and clearly focussing on published material, again, polyform Manifestations. The rules for design of headings and the complementing rules for different carrier formats do not change the conclusion that the Manifestation is the basis of a record, although it isn't explicitly stated in the code. RAK also defines "Werk", work, and this definition has been a little more emphazised in the revision draft, but it doesn't quite translate to Work in the FRBR sense.

FRBR does not make such an explicit appearance in the German revision process as in Italy, but it was brought up in the so called REUSE discussion in the late 1990s, which analysed the requirements and consequences of a format switch, from the German MAB to MARC21. If the Manifestation oriented attitude towards the revision of 0.24 is maintained, we will have a uniform basis for record creation in these three cataloguing codes, the AACR2, RAK and RICA, which is of course of vital importance to co-operation and interoperability.

It doesn't quite solve the problem concerning online documents, however. With web documents, we get a plethora of different and in a way immanent Manifestations which embody the same Expression. The producer provides his basic document file with different sets of layout filters, or graphical interfaces, from which the user is free to choose, HTML or PDF, e.g. You could say that the publication is a monoform with potential polyformity. Multiplication is left to the users, we get user driven Items of the Manifestations – or, do we get user driven Manifestations? We must also remember that the basic file might well be the only Manifestation we will be able to save for the future. It is interesting in this context to look at the results of the revision discussions in Germany. The concept of edition, or "Ausgabe" is applied to the digital environment, and different appearances of an electronic publication which are to be considered as copies representing the same edition are listed[ix]. The results of user driven multiplication as well as format variants adapted to different reading conditions are to be considered copies of the same "Ausgabe", whereas the products of publisher driven, simultaneous publishing online and on paper are to be treated as separate editions.

A typical example is the situation we face in my library with e-books, which we collect according to agreements with publishers. When we get PDF-files, we usually get one PDF for print and one for screen viewing. Those are clearly two different manifestations, we save them as two, distinct files, and they have different ISBNs. Still, in the database for external users we have preferred to register them in a common record, performing much the same manually as the Network Development and MARC standards office at the Library of Congress demonstrated recently in *Displays for Multiple Versions from MARC21 and FRBR*[x], which lists manifestation details under a work-expression heading. This procedure is also in accordance with the German rule revision drafts mentioned above.

Internally, however, we need to have separate records with the proper file names and some other, technical information attached as well, and this is a basic need which we foresee if we shall be able to administer the electronic archive in a long-term perspective. A record at the Manifestation level is more needed than ever. On the other hand, it isn't sustainable in the long term to maintain both an internal and an external bibliographic database for electronic files, even if, as in our case, the producer has provided the records for the internal database. I see the future solution in the kind of user display application which the JSC working group points to as the "Table of Reference" Model[xi], where you build an application layer, with the help of which you can create collocating displays for the user when needed, and I think it is going to be needed much more frequently for online documents than for traditional publications. This solution would also probably support simpler ways of record exchange than the complete reshaping of the record.

The problem is similar regarding the common procedure to make a traditional print edition and an online document available to the market simultaneously. Although they are clearly different Manifestations, they most probably embody the same Expression, and users would undoubtedly be best served by the kind of collocated display described above, but the two manifestations might be present and catalogued in different institutions. How can we support record exchange and make sure that records are matched correctly? Even here records for the Manifestations which are more than marginally different seem to be the safest route.

It is managable, although not quite easy, to handle documents produced and marketed by a publisher. But the line between the completely publisher driven print on demand product and a variety of user manufactured print on demand outputs is a blurred one[xii]. There is presently a lot of confusion among cataloguers about what the record should describe, and, more importantly, there is a lot of confusion among library users about what Works they will find in which Manifestations. Just as I think a surrogate microfilm, produced within a library for preservation reasons, should be recorded in the holdings statement as copy specific information, I think a local printout of an online file should be treated that way.

We also must face the situation with many Manifestations which embody slightly differing, or updated Expressions. It is very easy to correct things in an online file, and especially one of our publishers indulges in this freedom and sends us updates. They represent changes of a kind undoubtedly occurring even in new printings in the paper world, which we do not produce new records for. Contrary to the print world, it is easy to keep track of the differences and establish a chronology for the changes, but there is no rational provision for that kind of information in any of the cataloguing codes in focus here. Dates added to the standard identifier might be one way of tackling this problem.

When grappling with the online challenges, we see that FRBR can offer a structure for assigning priorities to cataloguing efforts. Applying the model strictly, however, would be difficult. I think there is need for a special study of the Manifestation – Item relation in this context, and the approach in the RAK draft mentioned above is worth further analysis. Above all, however, we still need more practical experience and more discussion about how to best handle online documents in our catalogues.

Well, if I return to the conclusion that the Manifestation still must form the basis of the bibliographic record, what about the content? In traditional cataloguing we have been relying on the bibliographic record to describe the Manifestation and the Work simultaneously, and even if the Work level often has suffered it has worked, more or less. When bibliographic databases grow bigger and bigger, however, it is obvious that we need to separate these functions. It doesn't mean that we should concentrate our efforts on Work records instead, it would just be turning the problem upside down. Work and Expression records must by nature be authority records and cannot replace the Manifestation record, the bibliographic record. What it does mean, however, is that extended authority work is necessary as well as approved database structures to handle much more complex authority relations. FRBR proposes a structure for handling and linking content information which requires authority records at a much larger scale than what we have been accustomed to. There is also a need for identifiers in this area, which was emphasized in the discussion during the ELAG conference in Rome this year, and which has also been discussed by Patrick Le-Boeuf in a recent article[xiii]. There is a huge amount of work ahead, which does scare library managers. We all know, however, that, in the long run, authority work saves time and resources both for cataloguers and for users. I see it as a necessary investment for the future. Obviously, it is of utmost importance for this work to have the results of the FRANAR working group[xiv].

FRBR also, no doubt, needs further development. The problems regarding the Expression entity identified in the Italian discussion paper referred to above[xv] should be taken seriously. They point to the impossibility of identifying the Expression at anything but a very principle level. I agree that Expression, as it is defined, covers too much. It covers both the very abstract level of, let's say a translation and also every specific rendering of that translation. In cataloguing we are concerned with the abstract level, but very seldom with the exact rendering of an Expression. That level is not included among the mandatory elements in any of the cataloguing codes I deal with here. The FRBR report actually recognizes this circumstance[xvi], but it would be more satisfactory if this recognition was brought into the model itself. The Italian commission also emphasizes the unclear demarcation between Expression and Manifestation. I do appreciate this difficulty, but this is an inevitable enigma in an ontology which describes both an abstraction and a physical entity which constitutes the embodiment of this abstraction. I see a more fundamental difficulty in the way FRBR aspires to cater for all kinds of intellectual creations. As a matter of fact, it is similar to the scope of AACR, and like the former expression of 0.24, FRBR in its present state, does not acknowledge the requirements of published material sufficiently. I think that the FRBR model is a very good start but has to be developed, or, maybe, we have to develop subsidiary models for the different areas of the bibliographic universe in which we wish to apply the model. To be able to handle multiplied Manifestations, which after all do comprise most of the material we deal with in our bibliographical

BEST COPY AVAILABLE

databases, the model needs to be extended to take account of the fundamental differences between monoform and polyform Manifestations. It is also clear that FRBR, contrary to its explicit ambition to cover electronic resources, does not provide enough guidance for the digital environment.

My conclusion is, nevertheless, that FRBR does offer a conceptual framework which has the power to bring different cataloguing codes in closer harmony and thus promote interoperability. This is not because FRBR brings anything exactly new to the discussion, it is because it makes the inherent categories in the cataloguing task visible. It offers us a language in which to discuss the problems, and even if this language is not yet completely mature and comprehensive, it is obvious that it is needed and already has had a considerable impact on the international cataloguing scene[xvii]. To paraphrase a statement by Elaine Svenonius, FRBR might "provide the uniformity of perception needed to automate the operations involved in organizing information"[xviii]

---

[i] Tom Delsey, *The Logical Structure of the Anglo-American Cataloguing Rules*, prepared for the JSC, part 1, August 1998, PDF file available at http://www.nlc-bnc.ca/jsc/aacr.pdf, part 2, January 1999, PDF file available at http://www.nlc-bnc.ca/jsc/aacr2.pdf; *Functional Analysis of the MARC 21 Bibliographic and Holdings Formats : Prepared for the Network Development and Marc Standards Office, Library of Congress*, January 4 2002. PDF file available at http://www.loc.gov/marc/marc-functional-analysis/home.html.

[ii] Elaine Svenonius, *The Intellectual Foundation of Information Organization*, Cambridge, Mass. 2000, p. 31.

[iii] Lynne Howarth, *Content versus Carrier*, in International Conference on the Principles and Future Development of AACR, Toronto, Canada, October 23-25, 1997. PDF file available at http://www.nlc-bnc.ca/jsc/rcarrier.pdf.

[iv] AACR Joint Steering Committee, News & Announcements : Outcomes of the Meeting … March 2000. http://www.nlc-bnc.ca/jsc0003out.html. New phrasing of 0.24: "It is important to bring out all aspects of the item being described, including its content, its carrier, its type of publication, its bibliographic realtionships, and whether it is published or unpublished. In any given area of the description, all relevant aspects should be described. As a rule of thumb, the cataloguer should follow the more specific rules applying to the item being catalogued, whenever they differ from the general rules."

[v] I borrow the terms "monoform" and "polyform" from the field of textual criticism and in particular from the work of Rolf Du Rietz, *Den tryckta skriften : Termer och begrepp* ... Uppsala, 1999.

[vi] JSC Format Variation Working Group : Interim Report, October 8, 2001, p.27. PDF file. http://www.nlc-bnc.ca/jsc/.

[vii] *L'applicazione del modello FRBR ai cataloghi: problemi generali e di impiego normativo*, Commissione RICA, Word file dated 2001-10-22, http://www.iccu.sbn.it/rica-frbr.doc.

[viii] German, like Scandinavian languages, has two different words which translate into "edition". The difference is not commented upon in RAK, but there is some indication that the most general concept is implied.

[ix] Draft for RAK2, *Grundbegriffe*, kindly made available to me by Monika Münnich, in January 2002.

[x] Version referred to dated 2002-03-25, http://www.loc.gov/marc/marc-functional-analysis/multiple-versions.html.

[xi] JSC Format Variation Working Group : Interim Report, October 8, 2001, p.8 passim. PDF file. http://www.nlc-bnc.ca/jsc/.

[xii] Cfr Lynne Howarth, paper cit., p. 10: "As computer-based technologies and computer-supported applications continue to evolve, and as electronic and other `virtual' resources proliferate, the boundaries that separate the physical formats in which information is packaged will become increasingly blurred."

[xiii] Patrick Le-Boeuf, "FRBR and Further", in *Cataloging & Classification Quarterly*, 32(2001), No 4, pp. 15-52.

[xiv] Working group on "Functional Requirements and Numbering of Authority Records", created in June 1999 under the auspices of the Division of Bibliographic Control and the IFLA UBCIM Programme.

[xv] See note vii.

[xvi] *Functional Requirements for Bibliographic Records*, München 1998, p. 19. (UBCIM publications; N.S., Vol. 19) ISBN 3-598-11382-X.

[xvii] This has been comprehensively demonstrated by Patrick Le-Boeuf, see e.g. his "The Impact of the FRBR Model on the Future Revisions of the ISBDs: a Challenge for the IFLA Section on Cataloguing", paper presented at the 67th IFLA Conference in Boston 2001, published in *International Cataloguing and Bibliographic Control*, 31(2002), No 1, pp. 3-6, and his article "FRBR and Further", in *Cataloging & Classification Quarterly*, 32(2001), No 4, pp. 15-52.

[xviii] Elaine Svenonius, *The Intellectual Foundation of Information Organization*, Cambridge, Mass., 2000, p. 34. – The statement in its original context applies to operational definitions of bibliographic entities.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**053-133-E**
Division Number:	**IV**
Professional Group:	**Cataloguing**
Joint Meeting with:	**-**
Meeting Number:	**133**
Simultaneous Interpretation:	**Yes**

Data mining MARC to find: FRBR?

Knut Hegna
University of Oslo Library
Oslo, Norway
E-mail: Knut.Hegna@ub.uio.no

Eeva Murtomaa
Helsinki University Library
Helsinkio, Finland
E-mails: Eeva.Murtomaa@helsinki.fi

Abstract:

This paper summarizes a project where MARC data from two national bibliographies was analysed in the light of the data model presented in the FRBR study from IFLA. During the project we found that even though the information in the MARC records holds attributes relevant for identifying the work, expression and manifestation entities, the accuracy and formal syntax are too simple to be properly handled by programs. Some of the results may be used to present better hit lists in OPACs. The project presented two suggestions for an OPAC user interface based on the ideas of the FRBR study and on the results of the project.

The complete report is located here:
http://folk.uio.no/knuthe/dok/frbr/datamining.pdf

FRBR and MARC

The first question we asked ourselves was: Can we find the FRBR structure in the existing MARC records? If we look at a single record, we see that there is information about the work, the expression and manifestation:

```
     *008880325 no esp
     *02000 $a 82-991075-2-0 $b h. $c Nkr 60.00
     *04110 $a espnor *08200 $a 839.822[S]
     *10010 $a Ibsen, Henrik $d 1828-1906
     *24510 $a Puphejmo (1879) $c Henrik Ibsen ; tradukis:
               Odd Tangerud ; lingve kontrolita de Esperantista
               Verkista Asocio (EVA)
     *26000 $a Hokksund $b Eldonejo Odd Tangerud $c 1987
     *26900 $a [Drammen] : Tangen-trykk
     *30000 $a [1], 57 s. $c 24 cm
     *50000 $a Originaltittel: Et dukkehjem. -
               Originalutgave: København : Gyldendal, 1879
     *99100 $a Tangerud, Odd
```

This is a record from the Norwegian national bibliography describing a document containg an Esperanto version of the the famous play *A doll's house* by Henrik Ibsen. We find the work title in the 500 note field, the relation to the creator of the work in the 100 field. This information may identify the work in this record.

Furthermore, we find information about the expression through the language codes in the fields 008 and 041, and a relation to the person responsible for the translation partly in the statement of responsibility and in the field 991.

Information about the manifestation we find in the fields describing the document in hand: 245, 260, 269, 300 and others.

So the answer to our question is:

Yes: WHY? Because a bibliographic record may

- describe both the work and the manifestation
- contain traces of the expression
- contain some relations in the added entries, notes and subject descriptions

Elements of the FRBR model are to some extent present in the MARC record!

But, unfortunately, the answer is also **No**. WHY?

- Because the cataloguing rules are well suited to the card catalogue and printed bibliography, not to the FRBR model
- central information is often recorded in a way more suitable for the human mind and eye, than a computer.

Looking at one single record is of no use. We decided to analyse sets of records generated as hit lists searching in the Finnish and Norwegian national bibliographies. Our scope was limited to author search.

We put a question mark at the end of the project title. We did not know what results we would gain. We felt the investigation should be open-ended. At least we expected to identify some problems with the cataloguing rules and the MARC format in this respect.

We started out looking at the tables in the FRBR study showing which attributes of the entities are important for identifying the work, the expression and the manifestation. We then tried to map information from the MARC records to these attributes.

FRBR attribute	**FRBR value**	**NORMARC**	**FINMARC**	**Selected**
title of work	high		241 $a	yes
		500 $a	500 $a	yes
		505 $a	505 $a	yes
			248 $h	yes
		240 $a	240 $a	yes
		245 $a	245 $a	yes
relation to person responsible	high	100 $a	100 $a $h	yes
		70010 $a	70010 $a $h	
intended termination	high	?	?	no
form of work	moderate	interpretation of Dewey	008 pos.24-27, 29-30, 33-34	no

Table 1: *Attributes identifying the work entity in the MARC formats*

To get the work title we look for uniform titles or original titles. We first check if there is a 241 field (original title). The Norwegian national bibliography does not use this field, but the Finnish does. If no 241 field is present, we check the 500 and 505 fields for the text *Original title* in the two languages: *Originaltittel*:, *Orig.tit.*: (abbreviated) or *Originaltitler*: (plural) in Norwegian records and *Alkuteos*: or *Alkuteokset*: (plural) in the Finnish records. The original titles always follow this text. If no original titles are found in the 50X fields on the basis of this test, we move on to other title fields in this sequence: 248 $h (title proper of a part in Finnish records) and 240 $a. The last possible solution is to pick the original title(s) from the field 245.

Usually the titles mentioned in the 505 field are repeated in the title added entry fields (745 $a in Finland, 740 $t in Norway), but there is no way to decide whether the data in these fields are original titles or not. Some times the fields contain the original titles, some times other title information. Neither 745 nor 740 contain information qualifying the title. In many cases these 74X fields are added entries concerning another work than the work in question, but are related to it in some way.

Together with relation to the creator of the work we felt we could identify the work or works in each record. On this basis, with these data, we could collocate the identical works found in several records and differentiate them from other works. This done, we used other data to differentiate/collocate different expressions, identified by language code and translator. Other data was used to identify the manifestations.

Some results:

Author	Number of records	Number of work id-s	Number of unique work id-s
Ibsen, Henrik (n)	744	914	220
Wassmo, Herbjørg (n)	149	159	19
Gaarder, Jostein (n)	237	237	14
Solstad, Dag (n)	92	93	35
Kunnas, Mauri (f)	130	133	41
Jansson, Tove (f)	576	595	92
Linna, Väinö (f)	168	168	20

Table 2: *Results of using the work reduction procedure on records from the Norwegian (n) and the Finnish (f) national bibliographies*

We see that there were 744 records where Henrik Ibsen appears as author or as a person added entry. We were able to extract 914 work identifiers from these records and from these 914 identifiers we identified 220 unique works. This looks nice, but Ibsen has written 26 plays and some collections of poems. Why then, 220 works?

There were records which lack information or the information is wrong: collections and selections of plays where the original titles or uniform titles were not identifiable even though they were present (12); 33 records where subtitle was included in the title proper, giving rise to 8 unique works; 3 records with misprints in the original title; 14 records with more or less modern spelling differing from the original title; 10 records with no original titles at all resulting in work headings with foreign language titles.

These problems are discussed in our report.

The user interface

We found some structure. The second question we then asked ourselves was: how could we benefit from this structure when presenting the hit lists to the user?

We first looked into the FRBR tables to find out which attributes were important for selecting between like entities and mapped those attributes to MARC tags.

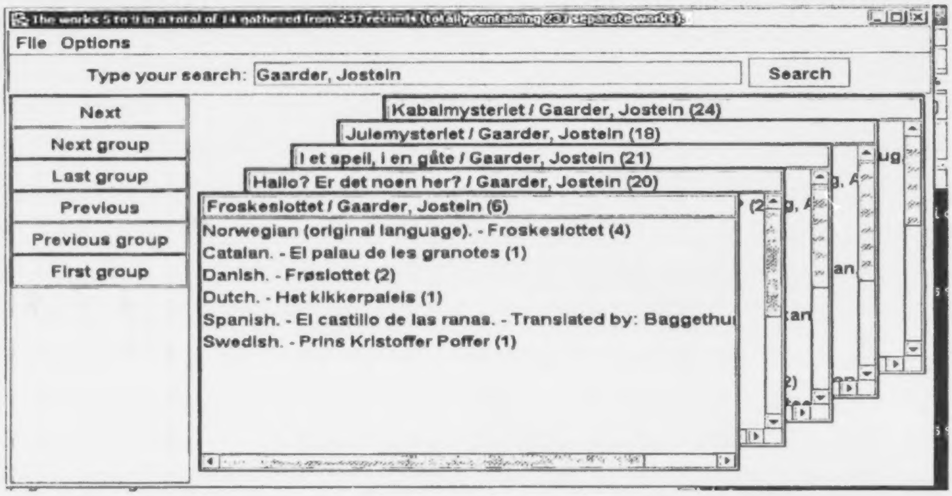
To make selection easier it is important also to decide what kind of ordering is most appropriate. The sorting (filing) principle should be easily identifiable by the user and should vary according to which entity level is presented.

We believe that the hit list in a search should appear according to the search performed and the results themselves. When you search for a distinct person, the hit list should consist of his or her works in some order, alphabetical perhaps or chronological or by a list of the different functions he plays related to the entities (author, illustrator, translator).

In the first interface the hit list is presented by overlapping cards. The top of cards may all be seen as one horizontal axis going into the screen of a two axis system and the card face as another - vertical - axis differentiating the information under the top heading of each card.

The two axis might be *authors - works*, *works - expressions*, *expressions - manifestations*, *subjects - works*. This would depend on the search performed. If the user searches for a specific author and there are several hits, the horizontal axis will list the person`s names, and the vertical axis the works of each person. If, on the other hand, the search results in only one hit, the horizontal axis will contain the works of the author, and the vertical axis the various expressions.

This is shown with the works of *Jostein Gaarder* along the horizontal axis and the expressions along the vertical axis under each work. The number of expressions identified for each work is given in parenthesis at the end of the work heading. The number of manifestations for each expression is found at the end of the expression information.


The works 5 to 9 in a total of 14 gathered from 237 records (totally containing 237 separate works).
File
Options
Search
Next
Next group
Last group
Previous
Previous group
First group

Type your search: Gaarder, Jostein

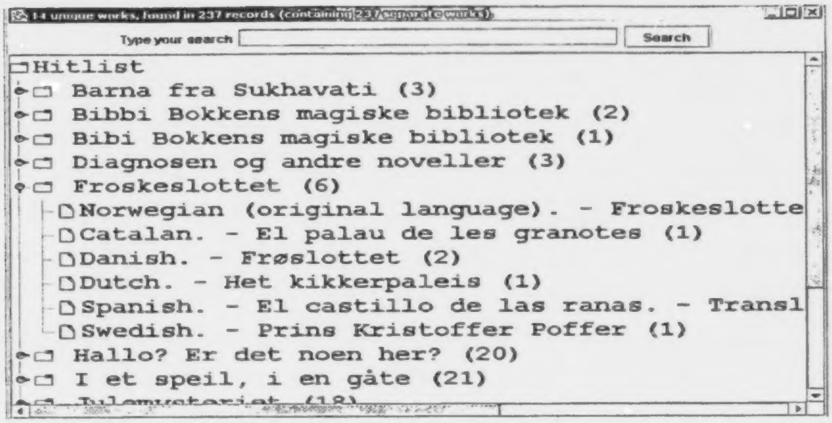
Kabalmysteriet / Gaarder, Jostein (24)
Julemysteriet / Gaarder, Jostein (18)
I et speil, i en gåte / Gaarder, Jostein (21)
Hallo? Er det noen her? / Gaarder, Jostein (20)
Froskeslottet / Gaarder, Jostein (6)

Norwegian (original language). - Froskeslottet (4)
Catalan. - El palau de les granotes (1)
Danish. - Frøslottet (2)
Dutch. - Het kikkerpaleis (1)
Spanish. - El castillo de las ranas. - Translated by: Baggethu
Swedish. - Prins Kristoffer Poffer (1)

The user might select a specific expression thereby initiating a separate window containing all the manifestations under this expression. The manifestations of the chosen expression are sorted chronolocially, and the publishing year is presented first for each record. The window contains buttons with various functions such as *print*, *save* and *order* and the window does not disappear unless the user explicitly closes it. This means that the users can keep as many sets of manifestations as they want, all in separate windows.

The second user interface presents the works as nodes or branches of a hit list in a tree-like structure. The works appear sorted alphabetically according to the original title and the number in the end of the title indicates how many expressions are identified under this work.

BEST COPY AVAILABLE


14 unique works, found in 237 records (containing 237 separate works)
Type your search
Search

```
Hitlist
  Barna fra Sukhavati (3)
  Bibbi Bokkens magiske bibliotek (2)
  Bibi Bokkens magiske bibliotek (1)
  Diagnosen og andre noveller (3)
  Froskeslottet (6)
   Norwegian (original language). - Froskeslotte
   Catalan. - El palau de les granotes (1)
   Danish. - Frøslottet (2)
   Dutch. - Het kikkerpaleis (1)
   Spanish. - El castillo de las ranas. - Transl
   Swedish. - Prins Kristoffer Poffer (1)
  Hallo? Er det noen her? (20)
  I et speil, i en gåte (21)
```

The work nodes are expandable with the expressions as leaves. The expressions are sorted in the same way as for the interface previously described, original language on the top and then languages alphabetically.

These leaves are active, a click initiates a manifestations window as before.

Summary

One of the main reasons for the noise we have experienced through our experiments stems from the unqualified use of the 700 field and the way the systems index this information together with the 100 field regardless of the real function the person has.

We feel that function in the 700 field should be mandatory in the cataloguing rules and that the list of functions should also be expanded. The systems must use function to present more structured hit lists for the end user.

This would make it possible for systems to present all functions a person might have in the database, making it possible for the end users to choose either all or some of the functions in their bibliographical navigation.

Our investigation also showed that it would be an advantage for the analysis if original titles could be entered in a more consistent way, in separate, repeatable fields.

Language codes are one of the most important attributes to identify the different expressions of a specific work. It is also important in order to identify whether a manifestation is a translation or not.

Normalization of data is a linking device in itself. Using authority files in the bibliographic environment helps to establish the navigational structure, both by collocating entities and differentiating between them. The most common authority files used are the names of persons and corporate bodies. Our work shows that there is also a need for work authorities to be able to collocate the same work under one heading.

Thank you for your attention.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 054-133-E
Division Number: IV
Professional Group: *Cataloguing*
Joint Meeting with: -
Meeting Number: 133
Simultaneous Interpretation: Yes

Report on the successful AustLit: Australian Literature Gateway implementation of the FRBR and INDECS event models, and implications for other FRBR implementations

http://www.austlit.edu.au

Marie-Louise Ayres
Project Manager, AustLit: Australian Literature Gateway 1999-2002
University of New South Wales at the Australian Defence Force Academy
Project Manager, MusicAustralia, 2002-
National Library of Australia

Kerry Kilner
Project Manager, AustLit 2002-; Content Manager, 1999-2002
University of Queensland
Kent Fitch
Developer
Project Computing Pty Ltd
Annette Scarvell
Content Manager,
University of New South Wales at the Australian Defence Force Academy

---

Abstract:

This paper discusses the first major implementation of two significant new cataloguing models: IFLA's FRBR (Functional Requirements for Bibliographic Records) and event modeling (INDECS and Harmony). The paper refers briefly to the decision making processes leading to the adoption of these models, and outlines the implementation process, the benefits of the implementation, the practical and conceptual difficulties encountered in this implementation, and some observations on the future of these models in the library and information worlds. IFLA's Functional Requirements for Bibliographic Records was published in 1998, and was widely accepted as providing a sound conceptual model for a new generation of bibliographic records which record and present the publishing history of information resources. The 2000 LC Cataloguing conference included a number of papers on the requirement to add 'event models' into cataloguing. FRBR and Event Modeling are powerful tools for presenting bibliographic and other information in a richly contextual environment. Implementing the models presents significant challenges but is achievable, cost effective, offers many benefits to practitioners and should be considered by a range of information providers.

Keywords:

Australian literature; Functional Requirements for Bibliographic Records; Literary databases; Subject Gateways; XML.

Introduction

The International Federation of Library Associations' *Functional Requirements for Bibliographic Records* (*FRBR*) model[1] has made a major contribution to theorising bibliographic description, and the ways in which bibliographic description needs to be rethought in the Internet age. The model has also been the subject of considerable and accelerating comment[2] and suggestions for amendment. This paper describes the implementation experiences of a small group which chose to implement and extend the FRBR model because it most suited a particular set of literature oriented requirements. AustLit: the Australian Literature Gateway, a web-based resource discovery service about Australian writers and writing, is the result of collaboration between eight Australian universities, each of which had developed specialist but non-standards based biographical and bibliographic databases[3] and the National Library of Australia[4], with the Australian Research Council[5] providing development funding in 2000, 2001 and 2002.[6] Development of the AustLit technical infrastructure commenced in May 2001, and by October 2002 – less than 18 months later – the AustLit service was released for public use, first as a free public trial, and, from January 2002, as a fully functional subscription service which makes a portion of its author information freely available.[7]

Choice and Extension of Models

As the AustLit development team placed a very high value on representing the publishing histories of works, finding the International Federation of Library Associations' 1998 *Functional Requirements for Bibliographic Records* (*FRBR*) model was very exciting.[8]

As FRBR aficionados will know, the *FRBR* model includes the concepts of:

- The Work: an abstract concept (e.g. the idea of the novel *Voss* by Patrick White);
- The Expression: a realisation of the Work (e.g. White's original version of the novel in English or the German translation by John Stickforth);
- The Manifestation: a particular embodiment of the Expression (e.g. the 1958 Kiepenheuer & Witsch publication of Stickforth's translation of the novel *Voss* by Patrick White);

- The Item[9]: the individual item on a Library shelf (e.g. the copy of the 1958 Kiepenheuer & Witsch edition of the John Stickworth translation of the novel *Voss* by Patrick White, held at the National Library of Australia).

AustLit augmented the FRBR bibliographic description model with 'event modelling':

- Works have a **creation** event
- Expressions have a **realisation** event
- Manifestations have an **embodiment** event

Works can be expressed one or many times, Expressions can be manifested one or many times, [10] and manifestations can result in one or many items. In the AustLit model, Works, Expressions and Manifestations all have attributes, and Creation, Realisation and Embodiment **events** all have **attributes.** AustLit has also augmented the model by incorporating the concept of SuperWork, as suggested by a number of FRBR commentators.[11]

Perhaps AustLit's most significant extension[12] of the FRBR model lies in its representation of agents (authors and organization). While the FRBR model and its subsequent commentators have been at pains to stress the need for agent role information in relation to works, expressions, manifestations and items, AustLit also includes:

- Birth and death (or creation and cessation) events for authors and organizations, and date and place attributes for those events;
- Award events (drawn from both agent and work records, with both displayed on the agent record) and award name, date and place attributes;
- Gender, nationality and self-claimed cultural heritage attributes;
- Arrived in Australia events and associated date attributes;
- Uses alternative name attributes (for navigation of pseudonyms and other multiple names);
- Archival holdings attributes. [13]

Implementation: building the database

Once desired functionality had been specified, it was clear that we would need to build, rather than buy, a system: there are currently no commercial systems which support all the data models, or which support the complex relationship concepts of Topic Mapping[14] in database design. All AustLit entities, including events and attributes, are **topics**, and relationships between those entities are also topics: the AustLit Gateway includes more than 3.3 million topics. The basic design documents relating to our custom built system are publicly available at the website. [15]

Although the topics and their relationships are stored in conventional (but unusually highly normalised) relational database tables, the system converts the data into a common XML format at an early stage of output processing. From this common XML format, information is transformed into the desired final output format (typically HTML) using XSL (eXtensible Stylesheet Language). The XML representation contains enough information to generate alternative encodings such as MARC or to augment the HTML with Dublin Core or RDF metadata.[16] With the exception of the Oracle database – which our University licence made available to us – all other software used is open source. AustLit runs on a Sun Microsystems Blade-1000 workstation, under the Solaris operating system.

At the outset of the implementation phase, we believed that the major risks lay in the complexity of designing a database to accommodate the *FRBR*, INDECS and Harmony models along with all the multitudinous relationships we had mapped out, and the likely performance of a highly normalised (i.e. consisting of some millions of 'topics') database. As it turned out, these were not the major hurdles we had envisaged, and the development team has been very pleased with the design outcome and database performance. Database design work commenced in July 2000, and by March 2001 the database had been designed, most data had been converted, the essential elements of the maintenance interface had been developed, and the AustLit staff from eight institutions around Australia were trained and commenced work in the new system.

Implementation: Converting the data

Having said that, there certainly have been issues in implementing the *FRBR* model and the other elements of the AustLit model which intersect with it, such as representations of events and agents. The major implementation issues had little to do with the models we chose: most of these issues would have arisen whatever data models and standards were chosen. We substantially under-anticipated the risk which lay in migrating a range of existing non-standards based databases to the new structure. Every new database brought new problems and we were not able to reapply previous conversion solutions!

We also encountered significant issues relating to interpretation of the FRBR and the pragmatics of implementation. The model was clearly written with a 'whole monograph' emphasis (although the model demonstrates that it can be used for other types of works, such as performances). AustLit's implementation was complicated because only a small portion of AustLit records fit this model, as AustLit includes a wide variety of individual non-monograph items (eg. individual poems, reviews and articles), and represents complex clusters of items such as poem sequences and author series.

However, as would be expected of any catalogue or index, the overwhelming majority of AustLit records have one to one relationships between work, expression and manifestation, with conversion of these records being relatively simple. Our conversion methods evolved as we worked, with quite a number of mistakes made along the way, none of them irretrievable. Our conversion methodology was (roughly):

- All records which appeared to fall into the one-to-one group (via checking author, title and publication details) were handled using a series of stylesheet passes to convert the data into the AustLit XML schema;
- All records which unambiguously contained translation relationship data were automatically converted to expression and manifestation level of the relevant work;
- Any records which appeared to be possible multiple expressions of a work (via checking author, title and publication details) were quarantined. These were then inspected by librarians and indexers trained in the FRBR model, and a series of very efficient web tools were developed allowing staff to merge multiple records into a single work record, to create new expressions within work records, and to merge expression and manifestation information where this was duplicated.

Implementation: maintenance interface and retraining the staff

The AustLit maintenance interface tightly couples the various model elements of work, expression and manifestation with interface elements: staff work within a single but highly customisable 'record' which visually mimics the 'enclosures' inherent in the model: eg these particular manifestations belong inside this expression; these expressions belong inside this work. The maintenance interface makes extensive use of the scripting facilities and Document Object Model (DOM) interface provided by Internet Explorer version 5.5 (or above). This means that AustLit maintainers require no client software, that start up costs are minimal (all that is needed is a reasonable PC, IE5.5 or above and access to a network), and that staff have great flexibility in choosing which record level, events and attributes they wish to work with. As the number of events and attributes which staff can include is considerable, separate start-up 'templates' are available to staff which include the events and attributes mostly commonly associated with particular worktypes, forms and genres (only the 'poetry' template, for instance, automatically presents the field for the work attribute 'first line of verse').

Retraining AustLit staff to work within the FRBR model was a high priority for the development team. Once they were familiar with the model, staff became very appreciative of the opportunity to represent works in a rich context. They enjoy the maintenance interface which gives them many choices about how to describe works and authors – in many cases recording information which had always been 'to hand' when describing items, but simply could not be represented in previous data models.

AustLit also has a very effective review interface. The need to review work should decrease over time[17], but the interface still provides an excellent opportunity to ensure that records are as consistent as possible – especially in those areas where FRBR type decisions need to be made. The fundamentals of the model are easily understood by professional staff. It must be said, however, that distinguishing between new expressions and new manifestations of works can pose significant challenges. The application of the model to the 'real world' of describing real items in hand involves considerable ongoing discussion among the AustLit staff, and requires both regular guidance from content managers and thoughtful revision and enrichment of the manual. Of course, inconsistency of cataloguing practice is not confined to FRBR description,[18] and it is likely that acceptance of some level of inconsistency will occur in future large-scale implementations.

Given the emphasis on providing effectively modelled, coded and navigable relationships between entities, the maintenance interface reflects AustLit's concentration on the use of authority files. The interface requires far more 'selection' of authority-defined events and attributes than is the case in a standard cataloguing interface. An example of this extra authority orientation is that all place data– whether this is place of birth for authors, subject or setting for works, or place of publication - must be selected from the place section of AustLit's thesaurus. The topic map basis of AustLit's thesaurus means that it is possible to retrieve, for example, all authors born in the Gippsland region of Victoria (the author's actual town of birth is recorded in the author record, but the topic map 'Gippsland' gathers them together). While the development team certainly heard negative reactions from non-AustLit cataloguers to this requirement to work extensively by selection from authority files, rather than by entering self-generated data, those working within the system do not appear to resent this 'direction' of their work. This is perhaps because all the staff were very aware of the difficulties which the relative lack of effective authority files in the pre-existing databases caused during the conversion process.

It must be said, however, that most of the professional librarians and bibliographers working on AustLit are true specialists, were already working in non-catalogue environments, and have a deep knowledge of the subject matter. It is therefore difficult to know whether this happy adoption of the model and interface would hold true for other groups of cataloguers. However, in the conversion and cleaning up phase, a number of professional librarians from outside the AustLit 'circle' were employed on contract, and experienced no difficulties in quickly learning to work within the FRBR environment and to use the AustLit interface.

Implementation: the user interface

Throughout the development of the AustLit database and user interface, the team worried about how to present this new concept of works, expressions and manifestations to users. This seemed to be a very complex notion to try to convey through a web interface, especially given our own need to keep drawing diagrams and verbalising relationships for our own benefit. The development of the final user interface was deliberately left until very late in process – we did not allow interface needs to 'drive' our modelling. Of course, as the AustLit staff began using the maintenance interface and it in turn required a basic 'user view' interface for their use, the iteration of the basic user interface elements occurred over a series of months, and partly in response to staff requests.

However, we were still very concerned about representing the FRBR relationships in our final graphic design, feeling that we really needed to highlight the groupings of expressions and manifestations. As we started working with the graphic designer, we came up with all sorts of heavy visual 'clues' about these groupings. We variously tried having expressions appear in different coloured 'blocks'; using obviously table formats with 'cells' drawn around expressions and various manifestations within those expressions; coloured bars down the sides to draw together expressions; different forms of words. The interesting thing about this process was that when we did our very first external user testing[19], we found that users did not require such obvious clues about the relationships between works, expressions and manifestations. In the end, we chose to use 'light' visual clues such as dot points and separator lines, and simple prose statements such as 'This work has appeared in x different versions' and 'This version of this work has been published x times'. While we have been unable to do any sophisticated user testing yet[20], there appears to be good user acceptance of these methods.

Like the maintenance interface, the AustLit user interface tightly couples the FRBR model with the presentation layer. As all AustLit data is output as XML, the interface uses an XSL stylesheet to present the data to users: this stylesheet is readily changeable. Once users proceed beyond summary data, all expression and manifestation information is viewed – users do not have the choice of looking at only one expression record. While this seems to have worked very well for AustLit's purposes, we note with interest a variety of visualisations for FRBR data, including the 'card catalogue' and Windows like 'directory tree' concepts sketched by Knut Hegna and Eeva Murtomaa[21]. As more FRBR databases are developed, perhaps an optimal 'OPAC' representation will be developed. With increasing use of XML and XSL stylesheets, however, individual database owners have the ability to change their presentation layers for local audiences – or even to generate multiple presentation formats for different audience segments – without affecting underlying models or data integrity.

Scalability

Development of the AustLit Gateway required a large number of people from different professions (academics, librarians, bibliographers, programmers, web specialists and graphic designers), and from nine different institutions in two sectors (tertiary education and government) to work together towards quite a 'grand' vision. It would be fair to say that all those involved, and their home institutions, and important funding bodies such as the Australian Research Council, regard the Gateway as a major success on a number of fronts. But does AustLit's success in implementing an FRBR based system mean that other, larger information spaces can be confident about moving forward in this arena? In answering this question, the following factors need to be considered:

- In terms of specialist databases, AustLit is quite large, describing more than 60 000 agents and nearly 400 000 works.
- National bibliographies and large commercial databases often run to millions, tens of millions or even hundreds of millions of records.
- AustLit is a single database, with a single 'entry point' for addition and maintenance of data. As a non-holdings database, AustLit does not need to consider the myriad of issues arising from **use** of items.
- National bibliographies already face considerable complexity in facilitating addition of holdings data from individual database owners – a function that is crucial to both efficient use of collecting resources, and inter-library loan functions. This complexity is likely to be multiplied if national bibliographies or union catalogues also need to facilitate addition of expression, manifestation and holdings data to existing 'work' records.
- While AustLit's staff is scattered across a large country, it is relatively small, relatively cohesive and highly knowledgeable about AustLit subject matter.
- The library profession as a whole must ensure cohesiveness of descriptive standards, and are justifiably concerned about the level of 'variation' which might appear in more complex, FRBR systems in situations where there is a much lower capacity to enforce uniformity of practice.
- The various sets of legacy data which formed the amalgamated AustLit database were not

standards based, and did not conform to a single set of rules and encodings. This data **had** to be converted in order to continue being used at all, providing both a high incentive and perhaps a unique opportunity to justify the expenditure of significant resources on the conversion process.

- Very large database owners (eg national bibliographies) are very concerned about their huge investment in their legacy data, and whether resources to convert this data are either justified or securable.
- AustLit began with a set of highly articulated research needs, which drove the concepts of providing a single space in which to provide data pathways to, and interface exposure of a set of complex relationships between a range of entities much broader than that encountered in the typical library catalogue. AustLit was also operating within very short, externally imposed timelines: the opportunity to achieve a large vision needed to be grasped.
- The much larger world of the international library profession must necessarily track a slower path in the transition from the traditional card catalogue, to online representations of these catalogues, through to much more sophisticated, navigation oriented structures.

Conclusion

The experience of this relatively small project will certainly not convince large and necessarily conservative organizations to effect such a radical change in their data models and standards. What the AustLit experience does show, however, is that:

- The FRBR model meets a number of sophisticated information needs, especially in subject areas where there is a high need to understand work contexts;
- That database designs to accommodate the model are implementable;
- That a large portion of legacy data can be converted programmatically;
- That legacy data which requires human decision-making can be converted efficiently provided the right tools are provided to staff;
- That professional librarians, indexer and bibliographers can be readily retrained to work within the model, and embrace the model enthusiastically when they can see its benefits;
- That FRBR databases can be fast and responsive;
- That user interfaces can be readily implemented.

and perhaps most importantly, that users of this particular FRBR database find the presentation of information about related works to be both useful and comprehensible.

---

[1] IFLA Study Group on the Functional Requirements for Bibliographic Records, *Functional Requirements for Bibliographic Records: Final Report*, approved by the Standing Committee of the IFLA Section on Cataloguing in 1997, and published K.G. Saur, Munich, 1998. The model is available at http://www.ifla.org/VII/s13/FRBR/FRBR.pdf (full model) and http://www.ifla.org/VII/s13/FRBR/FRBR.htm (no tables or figures).

[2] Patrick le Boeuf of the Bibliotheque Nationale, has recently been engaged in creating an FRBR bibliography, which will be a very valuable resource to practitioners. In his recent article 'FRBR and Further', *Cataloging and Classification Quarterly*, Vol. 32 (4) 2001, he notes that by 2001 there were a substantial number of FRBR oriented documents available on the internet, and that a full scale monograph was published on the subject in the same year. FRBR issues have also been a key feature of several major conferences, including the Bicentennial Conference on Bibliographic Control in the New Millennium, hosted by the Library of Congress in November 2000, and the very recent European Library Automation Group's 2002 conference (see http://www.ifnet.it/elag2002/papers.html).

[3] The University of New South Wales at the Australian Defence Force Academy (lead), University of Queensland, University of Sydney, University of Western Australia, University of Canberra and Monash, Flinders and Deakin Universities.

---

[4] AustLit interoperates with a number of National Library of Australia services, including the National Bibliographic Database for holdings data, PictureAustralia for author photographs and the Register of Australian Archives and Manuscripts for archival holdings.

[5] Funding from the Australian Research Council provided approximately one-third of the development funding, with the university partners providing another one-third in dedicated cash, and all partners providing the remaining third as in-kind resources.

[6] A full description of the genesis of the project, the decision to adopt the FRBR model and the initial service outcomes is available elsewhere, most readily via the papers of the Digital Resources for Research in the Humanities conference held in Sydney, Australia in October 2001: http://setis.library.usyd.edu.au/drrh2001/papers/ayres.pdf

[7] See http://www.austlit.edu.au/browse for free author information on 1500+ AustLit authors.

[8] AustLit will always be indebted to Dr Judith Pearce, Director of Web Services at the National Library, for pointing us in this direction.

[9] It should be noted that as a subject Gateway, not a holding institution, AustLit has a minimal interest in the 'Item' level of the FRBR model While the infrastructure does allow staff to record information about, and locations of unique or rare items, this is a rarity. In AustLit, item level information is principally available through the holdings search of the National Bibliographic Database.

[10] Recent commentary has highlighted the need to recognize that expressions can give rise to other expressions. This is perhaps most clearly seen in the field of music, but it is possible, for example, that a translation expression of a work could give rise to a second translation expression without the original work ever being consulted. Patrick le Boeuf summarises these suggestions in his excellent 'FRBR and Further', Cataloging and Classification Quarterly, Vol. 32 (4) 2001, pp. 15-52, see especially pp. 19-20. The author's own recent recent experience in conceptualizing relationships between pieces of sheet music (often divergent expressions of works) and audio recordings relating to those pieces of music has highlighted this issue.

[11] See le Boeuf's summary of these calls, p. 24. The AustLit superWork encompassing the novel *Voss* and the opera *Voss* is an example.

[12] In addition to extensions described here, AustLit classes works according a a three-tiered typology (workType, formType and genreType), and attributes award relationships to works, expressions and manifestations.

[13] See the free browse pages for Ruby Langford Ginibi at http://www.austlit.edu.au/run?ex=ShowAgent&agentId=A(C2, and Patrick White at http://www.austlit.edu.au/run?ex=ShowAgent&agentId=A)]m, for examples of these agent pages.

[14] See http://www.infoloom.com/tmsample/bie0.htm

[15] See http://www.austlit.edu.au:7777/design/index.html. Our underlying database design is not available to the public. The AustLit Staff Manual is freely available at http://www.austlit.edu.au/common/manual/WorksContents.html and the AustLit Thesuarus is available at: http://www.austlit.edu.au/run?ex=ShowThes.

[16] At the time of writing, the encodings available through the AustLit interface include the HTML default, the XML schema in all its complex glory; a plain text representation, and an encoding designed for rapid export of complex AustLit records into simple and 'flat' Endnote bibliographic databases.

[17] And, it must be acknowledged, since quality management is the role of AustLit's Content Managers, who are also heavily involved in many other aspects of AustLit's development, checking of records has not been nearly as extensive as desired.

[18] See Hegna, Knut and Murtomaa, Eeva 2002, 'Data mining MARC to find: FRBR?', available at http://folk.uio.no/knuthe/dok/frbr/datamining.pdf, for vivid descriptions of the differential cataloguing practice they encountered in their study of key literary works!

[19] Using the tried and tested method of trying it out on friendly family members first.

[20] As the AustLit team anticipated a need for significant usability testing, funding applications included requests for testing resources. While the funding body declined to fund usability testing, the AustLit consortia aims to undertake such testing using its own resources in the near future.

[21] Hegna, Knut and Murtomaa, Eeva 2002, 'Data mining MARC to find: FRBR?', available at http://folk.uio.no/knuthe/dok/frbr/datamining.pdf, pp. 31-34. A number of presentation possibilities are also canvassed in the Library of Congress' 'Displays for Multiple Versions from MARC 21 and FRBR', (see http://www.loc.gov/marc/marc-functional-analysis/multiple-versions.html). This work follows on from Tom Delsey's monumental *Functional Analysis of the MARC 21 Bibliographic and Holdings Formats*, published in January 2002 and revised March 2002 (See http://www.loc.gov/marc/marc-functional-analysis/home.html).

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**153-134-E**
Division Number:	**VIII**
Professional Group:	Regional Activities
Joint Meeting with:	-
Meeting Number:	**134**
Simultaneous Interpretation:	**Yes**

Reading and democracy

Adolfo Rodríguez
CUIB/UNAM
Mexico

Introduction

One of the several aspects included in the study of reading is that related to the daily life of individuals, as well as their inclusion in a country's political life, or else in the society as a whole.
Specialists usually study problems in reading learning, as well as those represented by a specific way to teach reading or writing for the educational process. It is very common to address this issue merely considering certain aspects related to learning of reading, such as the acquisition of instruments for the comprehension of words and phrases.

A different approach will be presented here, an approach where several social issues related to democracy have been separately addressed. This in order to understand how reading abilities may have important effects on a society's democratic life. The paradoxical attitudes of some states which, on the one hand, pretend to stimulate reading and, on the other, prevent the individuals from getting access to information, by means of the control of reading instruments.

Definition of reading

Defining reading is not a process as easy as it may seem. Some reading historians think that the mere act of knowing how to sign a marriage certificate is enough to establish the reading level of a society. For another group of scholars, reading is something more complicated and has to do with an individual's ability to recognize the letters of a word and the set of words that give a phrase a sense. As can be seen, the second explanation is more complex than the first one. However, there is still another one to be analyzed herein: that related to individuals giving a practical sense to reading, which will be incorporated as a way to access information for daily life and to more elaborated processes, such as understanding the instructions to take a pill, updating, and looking for a job.

This way to understand reading is strictly related to the social life of individuals, and some of the important aspects of the life of a society and of individuals are those related to a democratic life, which is related not only to election issues, but also to the ways to live together that make people respect the laws and their self-imposed costumes. Life within a community should have the sense of respect to the rights and likes of others, and should **appreciate/appraise** the difference as something which makes our life richer and not as something which divides and separates us, so that no individual or community will be capable to live with other individuals or communities with different ways to understand the world, the society, the government, the education, the religion, and many other aspects faced by society's daily life.
According to Bleich (pp. 66-67), reading means to understand other person's mind, for it allows us to reach her/his way of thinking. Reading is, thus, a means for life within a community, and such means can only exist within a society. Should man exist isolated, reading would be meaningful only as a way to keep thinking from one generation to another. But why is it necessary to learn reading? How to learn in a world where man or woman are isolated? These are the reasons why reading has a social standing from which it cannot be easily separated; otherwise, it would be left as an incomprehensible activity. We write for ourselves and write for others, we read ourselves and read what others have to tell us as individuals and as members of a society. All this affects the life of all.

Reading and education

A society that is mostly illiterate cannot be an educated or prosperous or developed society. A society where most of its members are ostracized from educational improvement cannot be transformed into a fair and homogenous society. If this cannot be done because an important sector of it has no access to education, then there is another fundamental distinction between those people with and those people without access to reading, in addition to all distinctions generated in society based on the economic or social difference. Therefore, if we are to talk about the digital breach that separates different social groups, it will be necessary first to worry about the reading breach. Those who are capable to read are better prepared than those who are not capable to improve their educational and, therefore, social or economical status through reading. This is the first breach to be eliminated, since this would allow women and men to have more justice for the transformation of their lives and for society in general.

Where and how is the problem of the social, educational and economical difference produced by illiteracy to be dealt with? The answer is indisputable: everywhere and with all the resources available to a society and its government. A society with a high number of illiterates is unfair not only to them; rather, it will carry a load too heavy which will not allow it to develop in a more fair and democratic way.

Developed societies have a low number of illiterates. This does not make them necessarily democratic societies, as can be seen with dictatorial and totalitarian governments that reached high levels of economical development, with a very low democratic participation of individuals and no organized participation of such individuals in political parties or civil organizations which give civil society a voice.
The members of a community should participate not only as in the old democratic assemblies, where citizens took part and expressed their opinion. They can also do it, and perhaps in a more productive way, if the opportunity arises for them to access a text by themselves, reading it as many times as necessary to have a reasoned and meditated opinion.

Access to information

One of the basic principles of librarianship/**bibliotecology** is the free access to information, for which purpose the best instrument to be used is the public library, which allows all the individuals to look for, obtain and freely use the information they need for their education and professional and personal improvement, or else for entertainment. This would not be possible if library users were not capable enough to obtain the information and interpret it. If library users are not able to read at a proper level, it is just as if information were written in another language. Therefore, free access is one of the main values of our activity, and it should be seen in its relationship with democratic life. This means that in order for a society to be democratic, individuals need to have free access to information, by means of the existence of materials in a library, and also the ability to understand such information through reading.

So, if it is possible for educated people to acquire, organize and diffuse broad information and impossible for illiterates to use it, then illiterates will also be ostracized from many of the social benefits offered by the government and social organizations. Studies in France show how many people in many other countries do not enjoy these benefits, since they cannot read and correctly fill in those formats that would allow them to enjoy such benefits. Bureaucracy sees them with the same underestimation applied by society to ostracized people and does nothing or very little to help them.

It is the ultimate purpose of reading to equalize individuals to be educated, to be trained, to learn. Hautcourt stated that illiteracy is a kind of jail for individuals who are obligated to remain in orality, which leaves them in a disadvantaged position and prevents them from accelerate their processes for personal improvement, educational liberation and social justice. Reading is the way to access the information we need, it is a way that allows us to be equal in the use of information. It is not the only element to do this, but it is a very important one, so it should receive all the importance it deserves.

Life-significant reading

Reading is a process not exclusively limited to understanding letters, joining them into words and grouping such words to make sentences. Reading has to be a deeper process; this is why we say that reading has to be an activity significant for people. It should be seen as an instrument useful to improve many activities in life, such as: improving people's education, rising their training level for their job, which helps them understand ideas and opinions different from theirs which, otherwise, would not be understood. It can be said that if reading does this, it will become an activity which will create free men who can be independent and, at the same time, live together in society, getting benefits from it and making it greater. If it is true that reading creates free women and men, it means that reading will generate more democratic societies.

This does not imply that reading uniforms human thinking. Rather, it develops diversity and improves the society, which reflects into a higher democratization. Those individuals who are capable to giving value to information will be responsible for all this, but this can be achieved only by those individuals who have access to information through reading.

In the last few years, the use of information technology has been applied to open the access to information. However, there are a lot of facts indicating that there is a breach between those having access to digital resources and those without such access. This breach does not seem to close; on the contrary, it seems to generate bigger breaches. The base of this problem is not in the use of technological resources, but in the ability of some people to read. This is the true breach to be closed; other breaches will not be closed if we do not decrease the differences between those people who read and those who do not. Another way to see reading is the one presented by Hautcourt (p. 10), who asserts that literacy is an act

related to the right to education for the whole life, and it is defined as a political act "which helps most excluded people to be aware of their rights and to organize themselves in the proper way to exert them."
In order to eliminate the ostracism suffered by non-readers in life, it is necessary that the government's formal and informal educational programs fight for the reduction of this phenomenon. Society must also participate, especially the civil society, who frequently fights to eliminate the consequences of ostracism. However, governments do not seem to realize that fighting against the causes of ostracism is a priority, since illiteracy prevents citizens to actively incorporate to society and become not only the origin of problems, but also a part of the solution.

It was established, at a seminar organized in Toronto, that the nature of illiteracy is related to poverty and social discrimination based on race and genre. Illiteracy is not a disadvantage per se, but an evidence of unequal education between social groups (Hautcourt, p. 9). These groups should be treated in a different way, so as to allow that, at the end of the educational process, different groups are in conditions similar to deal with life from the standpoint of the proper management of those abilities necessary for reading to be significant in the life of citizens. This is because learning to read and write is not the mere union of letters and words to have an idea of the message to be transmitted. Learning to read and write should be complemented with the ability to discuss the written message, an element which is considered to be essential for the survival of readers and society (Hautcourt, p. 15).

One of the criteria to consider one or more groups of individuals as ostracized is represented by the fact that such group(s) are not able to have an active life as citizens and negotiate with the authorities, communicate in public and fight for equal rights and opportunities, since such individuals lack the knowledge and the abilities to work and oppose to the authorities exerting the power. Ostracized people are those who do not understand that they have a role and something to say in the democratic process, and also that there is no better mechanism to protect them than their participation. It is also necessary to understand that reading is the best way to be integrated to this stream of social participation. When authorities do not understand this, it can be supposed that they do it because they are not aware of the problem, or else because it is not convenient for them that a significant sector of the society is not prepared to exert its rights (the right to criticize, among others), so as to deal with less problems than those which would be generated by a society which is educated and, therefore, best prepared for democracy.

Ostracized within ostracized

There are certain groups within illiterates who face a situation of double ostracism: they are excluded because they do not know how to read and write, and also because they belong to one of the minority groups of society, all of which makes both social and educational ostracism increase. They are excluded because they are a minority or because they are different, and also because they are illiterates. Here we are talking especially about women, children, and the minority ethnic groups.
This ostracism limits the participation of such people in the democratic life of a society: they do not participate in the most important decisions taken by the official or civil entities of society. Therefore, a double effort is necessary to incorporate such groups, by means of reading, into the democratizing stream of society.

The press

One of the important elements of the democratization of society is the press, which plays an important role in the creation of a democratic culture. It is responsible for choosing the main subjects for discussion in a society, and it should present the different points of view within the society, along with their advantages and disadvantages. The press is the source where those subjects that may democratize a society can be known. A democratic society cannot please everyone, but it can reach those agreements which are most advantageous for the majority, and it will do so only after taking the minorities' standpoints into

consideration. This can be made only through reading, and only this way will citizens be informed about the complete and not summarized points of view, as these are presented by the radio and TV stations. Only this way will individuals have time to ponder and read the information again and again until they understand its meaning. Keeping a society informed is one of its most important aspects. As Thomas Jefferson put it in 1787: "(...) and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable to reading them."[1]
Not all governments consider the press and books a means for the improvement of democratic life. Therefore, limits are established to reading and writing, especially when both present perspectives differing from the official way to see and face problems.

Censorship

Censorship is applied to both writing and reading processes. In the case of the writing process, there is control over the production of ideas which oppose the political, religious or moral orientation of a government. It is also limited when the truth is considered to be included in a work or in a set or works, whether these are about religion or politics. These limits restrain the development of literary production in the most extensive sense, limit criticism and the participation of individuals and represent a barrier for democracy and tolerance.

Reading is also censured, the distribution of some works is prohibited, those who possess these works are prosecuted, and reading them is morally condemned. These measures limit the development of a democratic society. How can this problem be analyzed from a certain perspective if reading it is prohibited? How is it possible to find new solutions if other individuals cannot be read and other ideas cannot be confronted? How can we advance in the construction of a democratic society, including eventually more and more inhabitants of a country and not excluding them on the basis of their age, sex, race, economical position, sexual preferences, etc.? How can a democratic society be more tolerant with those who think different to majorities? There is only one answer to all these questions: by means of reading, which must be fostered on a daily basis as the best vehicle to succeed in the attainment of this conference's subject: a more democratic and more tolerant society.

---

[1] Carta al coronel Edward Carrington, 16 de enero de 1787 (Documento 8, en *Papers*, *11*:48-49; http://press-pubs.uchicago.edu/founders/documents/amend1_speechs8.html).

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**038-134-E**
Division Number:	**VIII**
Professional Group:	**Regional Activities**
Joint Meeting with:	**-**
Meeting Number:	**134**
Simultaneous Interpretation:	**Yes**

The "information-starved" – is there any hope of reaching the "information super highway"?

Denise Nicholson
University of Witwatersrand
Johannesburg, South Africa

As a result of centuries of political instability, warfare, colonization, socio-economic and other contributory factors, illiteracy is a very serious problem in Sub-Saharan Africa. Although part of the global village, developing countries in this region are unable to enjoy equal status amongst First World countries, because of high levels of illiteracy. Illiteracy is a major ''obstruction' on the road to the "Information Super Highway".

This paper will highlight problems encountered by the 'information-starved',' in their quest for knowledge and self-development. It will show that they are disadvantaged when it comes to accessing information and that copyright laws exacerbate the problem. It will also show that commitment on the part of Governments, non-Government organizations and commercial sectors in this region can help to eradicate illiteracy.

Although this topic will be discussed from a South African perspective, many of the problems highlighted are experienced (to a greater or lesser extent), in other parts of Sub-Saharan Africa and further afield.

I commence my paper with a statement by IFLA and FAIFE (Freedom of Access to Information and Freedom of Expression) initiative: -

> "The right to access to information and ideas is vital for any society. If citizens are to participate and make informed choices, they must have access to political, social, scientific and economic information and cultural expressions. They need access to the widest range of ideas, information and images. Freedom, prosperity and the development of society depend on education, as well as on unrestricted access to knowledge, thought, culture and information. This right to intellectual

> freedom is essential to the creation and development of a democratic society. The state of intellectual freedom in libraries is an important indication of the progress of democracy in a nation".[i]

This ideal is unfortunately unattainable for most developing countries in the sub-Saharan region of Africa, in their current circumstances. Throughout this region, illiteracy and dire poverty are serious problems and as a result, millions of people are deprived of access to information and knowledge, and hence the key to a better life. Although this paper highlights problems and some possible solutions from a South African perspective, many of them can be applied to other developing countries in the sub-Saharan region and even further afield.

Legacy of Apartheid

Prior to 1994, the White-dominated government followed a policy of 'Apartheid', an oppressive and discriminatory system, which had very serious effects on the lives of millions of "non-White" South Africans, especially with regard to social, economic and educational issues. The current South African Government became a democracy in April 1994. The legacy of Apartheid has left a daunting task for this Government to resolve. Literacy has therefore been prioritized as one of the most urgent problems to tackle and the Government aims to "break the back" of illiteracy by the year 2005. In his inaugural speech of 8 September 1999, the Minister of Education, Kader Asmal, stated:

> "Unfortunately, there are something like 140 million people in sub-Saharan African who cannot read or write. More than 60 percent of them are women. In South Africa, 3.5 million adults over the age of 16 have never attended school. At least another 2.5 million have stayed a few years in school but through lack of practice can no longer remember how to read or write. So at least 6 million South Africans, who are a quarter of the adult population, are shut off from the written word. The figure may be as high as 40% of adults." [ii]

South African Constitution and Bill of Rights

Minister Asmal also stated that "South Africa boasts the most liberal constitution in the world. However, the guarantees in the Bill of Rights are, in practice, more accessible to literate South Africans than to illiterate South Africans." [iii]

> Section 9(1) of the Constitution states that "Everyone is equal before the law and has the right to equal protection and benefit of the law".
>
> Section 9 (2) states "Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality. legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken".
>
> Section 9(3) states "The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth". [iv]

The Constitution also provides guarantees for Freedom of Expression and Access to Information. Questions must, however, be asked:

> "How can equality of the law be applied, when illiterate people cannot even write their own names; cannot read the laws of the country; cannot read street-signs or vital information on medicine bottles; cannot fill out any questionnaire, application form or survey; cannot read an advertisement for employment or prepare a resume; cannot read an invoice or guarantee for any purchase made?" [v]

Illiteracy – a handicap

Illiteracy is a serious handicap, which condemns people to a life of poverty, low self-esteem, unemployment and boredom. For many, crime is their only source of income for food and basic needs. Literacy, access to information and education are the "key" essentials to self-development, self-dignity and a better life.

South Africa has two very different dimensions - First World and Third World. In the First World dimension there is wealth and a highly sophisticated infrastructure with digital and other advanced technologies, which can be compared with most developed countries around the world. However, in large sections of the country, the Third World dimension is very evident in rural areas and informal settlements around urban areas. The situation is one of dire poverty, high illiteracy and unemployment, and poor economic prospects. Most rural people do not have access to the printed media, let alone digital technology. Inability to access information is a major problem and is widening the gap between the 'haves' and the 'have-nots.'

Rural communities

This paper will now highlight the very real situation affecting millions of rural people in South Africa and in their neighbouring countries. Most of them are illiterate and disadvantaged and experience various problems in their quest for information, literacy and personal development.

Most illiterate people (i.e. those who cannot read or write) or functionally-illiterate people (i.e. those whose learning and writing skills are underdeveloped) have grown up in a rural community, not always by choice though, because of pre-1994 Apartheid land laws which forced people to live in certain rural areas. They live far from urban areas and are mostly involved in subsistence farming. There is little or no road infrastructure and access to these areas can be extremely difficult. As a result of poor education and other factors, deforestation, overgrazing and improper farming are threatening the soils and other natural resources which are critical to their livelihood and for the general prosperity of the region as a whole. [vi] Their homes are tin shacks, mud huts or outbuildings on someone else's land. Few people have water services, electricity, refuse removal services or telephone lines. Traditionally and for obvious reasons, oral communication is the main form of communication. Information is shared and spread from one person to another, in one or more of the eleven South African official languages. For those employed, their means of transport to work is generally by foot or by bicycle, if they are privileged to own the latter. Their children walk many kilometers to and from school each day. Most schools are makeshift buildings, which are mainly structures of brick and tin, with few or no windows and doors. Some schools have lessons out in the open or in homes, as there are no classrooms. There is no electricity or running water. Natural lighting is often the only source of light and on cloudy days their 'make-do' classrooms are dark and cold, making learning a difficult and unpleasant experience for scholars. School desks are made from boxes, broken chairs and tables or piles of bricks. Stationery is usually inadequate and books, magazines and other educational material for teaching and study purposes are extremely limited. Photostatted material is often the only source of information. Most scholars come from seriously poverty-stricken homes where even food is a luxury and money for basic amenities is not available. Being able to purchase textbooks or other educational material is rare. Access to information is extremely difficult and these people are entirely dependent on assistance from donors, community leaders, social workers, facilitators, teachers and librarians, where library services exist. Due to inadequate healthcare and prenatal care, many are also physically or mentally disabled. This exacerbates the problem of accessing information, as their special needs can rarely be addressed.

Very often these communities do not have any library services and depend on basic information spread verbally or information provided at local community resource centres. The lack of access to printed material, as well as multimedia and digital technology, are severely hampering the illiterate in their educational pursuits.

Where libraries do service rural areas, they are generally far from schools and homes and have unsophisticated buildings, extremely limited budgets, resulting in totally inadequate book and journal collections. Donations from more affluent libraries or Aid organizations provide the bulk of their collections and very often photocopies, whether legally made or not, form their core collections.

Informal settlements in urban areas

Exasperated with their rural existence, many individuals or groups move to urban areas in the hope of finding education and employment and a better way of life. Some also cross borders from poor neighbouring countries to search for a new life in South Africa. Many of them settle in illegal informal settlements called " squatter camps" or "shanty towns", on the outskirts of urban areas. Thousands of tin shacks are erected very closely together on vacant pieces of land. Each shack becomes home to one or more families. Overcrowding results in squalor and poor health conditions. Municipal services, such as water, electricity and refuse removal are not available to these settlements.

Their children are more fortunate than their rural counterparts in that they are able to attend the local government schools in the area. The quality of facilities and teaching programmes, however, differ from one area to another. Unfortunately, due to the very cramped circumstances in which these people live, it is difficult for children to study at home. Books and other educational material are unaffordable. They are permitted to use the in-house facilities of public libraries for their information needs, but are not permitted to loan material. This means they have to do their reading during library hours. Also, without lighting in their homes, they cannot read after dark. Public libraries and school media centres serve as the main sources of information for homework and school projects. Most parents, however, still remain illiterate and unemployed, and they are therefore unable to stimulate or assist their children in the learning process.

The HIV/AIDS Pandemic

The spread of HIV and AIDS in sub-Saharan Africa has far exceeded the worst projections and has retarded the transformation from illiteracy to literacy. Sub-Saharan Africa is by far the worst affected region in the world with millions of Africans dying every year. Unfortunately it is a "catch-22" situation, as the lack of access to information and education has been one of the major factors in the spread of this disease, and the pandemic itself, has affected education in a very serious way.

Many teachers and literacy facilitators have contracted the disease or have already died from it, leaving vacant posts in the educational sector. Where parents have died, older children have to leave their schooling to look after younger siblings, thus exacerbating the problem of illiteracy. Grandparents, mostly illiterate, are forced to bring up their grandchildren and are unable to get them to school or assist them in the learning process. Each year the number of orphans increases drastically and many fend for themselves at home or as street-children in urban areas, with no prospect of becoming literate. Thousands of babies are born each year with HIV and their life expectancy is less than five years. For adults in this sub-Saharan region life expectancy has decreased from 64 to 47 years and between the years 2005 and 2010 it is expected to drop even further. [vii] Thousands of young adults in the working sector are HIV positive and will die within the next few years, leaving a serious shortage of skills in the workplace. As circumstances deteriorate, so people will abandon educational goals to care for the dying and cope with their difficulties at home.

Indigenous knowledge

As a result of ignorance of their intellectual property and other rights, rural people are often at the mercy of large international corporations and individuals who recognize the potential in their traditional remedies, music, folklore, craftwork and other cultural traditions. These people are not aware of the legal requirements of having to put their oral expressions or traditional methods into a tangible format, before they can claim copyright ownership. Without access to information, they are unaware that their intellectual property is often misappropriated and used for commercial exploitation abroad. As a result, the rural community or individuals do not receive any compensation. In some instances, however, the communities are becoming aware of their rights and are involving themselves in projects to exploit their intellectual property. They are receiving some monetary benefits as compensation, mainly through development trusts.

Digital technology

Digital technology has created an explosion of information worldwide. For the First World dimension of South Africa, the Internet has literally opened an online library, accessible from anywhere in the world, on a 24-hour/7 days a week basis. It has no language barriers and has provided opportunities to users to create work and trade online, to use and manipulate information and in general, to advance knowledge and understanding of information. Hi-tech business and education have been taken to new heights. *All one really needs is access to a computer and the world is one's stage.* This, unfortunately, does not apply to the millions of illiterate people in South Africa, who are shut off from information. For example, out of a population of nearly 44 million people in South Africa, only about 2 million have access to the Internet [viii].

Considering the above-mentioned circumstances, the following questions must be asked:

> 'Do the illiterate or information-starved fit into the digital world? Will they ever reach the Information Super Highway or will they just become victims of the ever-widening Digital or Information Divide?"

Without electricity, any electrical or electronic equipment has no significance in their lives at all! Sophisticated technology serves no purpose whatsoever if one cannot even switch it on? Despite many technology transfer projects, sponsored by international organizations and commercial entities, this region is becoming more and more dependent on developed countries. Technology is advancing at such a rate that the digital divide between the "haves" and the "have-nots" continues to widen.

Although telephone lines are being extended to rural areas, as a priority project by Telkom, the major telecommunications supplier in South Africa, it is a very slow process. This form of communication and access to information is not yet available to most rural people. The sub-Saharan region has fewer telephones than does Manhattan in New York City.[ix] This highlights the very serious shortage of telephones and telecommunication services in this region.

Although mobile telephones have made communication possible for some rural people, the equipment and call costs are still out of reach of most of them. Also, the lack of electricity makes it difficult to recharge batteries and only where electricity is available, can they be used effectively. The positive side of mobile telephones is that they are portable and information can be transferred from person to person anywhere in the world. They are easy to use and illiterate people can be taught to use them without having to depend on the written word to operate them. Those who are functionally illiterate can benefit from more advanced services offered by mobile telephone providers, such as SMS and email messages.

Where electricity is available and facilities such as photocopiers, scanners and computers are available (e.g. at community centres or libraries), information can be accessed. In most cases, it is the facilitators or teachers who access and select suitable material for literacy courses. Where people are functionally illiterate but able to visit the community resource centre or library, they generally depend on the staff for assistance. Some educational institutions provide telematic educational services via public library networks and telecommunication services to assist rural communities. Some institutions only offer distance education courses and are responsible for disseminating information and course material to rural learners at home.

Copyright – a hindrance to access to information

Despite their socio-economic dilemmas, illiterate people, as well as persons with disabilities, have another hurdle to contend with in their educational pursuits – copyright restrictions. Unfortunately, in the current South African copyright legislation, and in that of many other sub-Saharan countries, there are no provisions to accommodate the needs of illiterate people or those with disabilities. There are limited exemptions in the South African legislation for reproduction for educational purposes, but they only apply to teaching in a classroom situation. Also, access to Government documentation and other public domain material is difficult and this means that published versions available in libraries often have to be used and copyright restrictions apply. In their efforts to make information available to illiterate and functionally-illiterate people, facilitators and teachers regularly need to select suitable material and to make multiple copies of information, either by photostatting it or by converting on to audiotapes, where electricity and/or batteries are available. In view of South Africa having eleven official languages, very often material also has to be translated or adapted before it can be used for teaching purposes. The material has to be obtained from local community resource centres or direct from libraries or via interlibrary loans from other sources. In cases where users are disabled, special reproductions or conversions are necessary. However, for all the above-mentioned purposes, the current copyright legislation is restrictive. It does not permit such multiple copying or conversions, without permission first being obtained from the rights owner and copyright fees being paid. In most cases, copyright fees are payable in the South African currency, if cleared by South African copyright owners or the local rights organization. Depending on the medium to be copied, especially multimedia, fees are payable directly to foreign publishers. This is extremely expensive since our currency's value is very low in comparison to currencies in First World countries. However, some publishers do waive costs or reduce costs, especially for reproductions or conversions for persons with disabilities. Most literacy and basic adult education programmes do not have the resources to purchase original books or to subscribe to journals and they depend on copies for their course material. In most cases, they cannot afford the copyright fees. They are then not permitted to reproduce the material and have to use other information, which may not be as relevant or current. Access to that particular information is therefore restricted to those who can afford the copyright royalties. This situation has serious implications for education as a whole.

South Africa's current copyright legislation has no clear definition or criteria for 'fair use'. Section 12 of the Copyright Act No. 98 of 1978, as amended, uses the term 'fair dealing', which permits individuals to make reproductions of a 'fair and reasonable' portion of printed books and journals for the purpose of private study or research or private use', and for criticism and review. However, users have to make the copies themselves and cannot depend on someone else to do this for them (except in cases where a librarian is permitted to make single copies for users). Making their own copies is not usually possible or practical in rural communities, as most people are illiterate, functionally illiterate or disabled and live too far from libraries or resource centres, to access the material personally. People involved in literacy courses, basic adult education and distance education, are therefore dependent on third parties (e.g. facilitators, teachers, resource centres or library staff) to provide learning material. Even if they can get to a library or resource centre, they need the assistance of the staff to access and copy the information for them. Librarians, but not informal resource centre staff, are permitted to make single copies for users, within the limits of 'fair dealing' but multiple copying is not permitted, unless prior permission has been obtained from the rights owners and the relevant copyright royalties have been paid. For example, a facilitator or a literacy student cannot make multiple copies for other rural students or fellow learners doing a particular course, unless copyright permission has been obtained and paid for, or unless the provisions of the Copyright Regulations apply.

The Copyright Regulations, based on the United States Classroom Guidelines, have some exemptions permitting limited copying for educational purposes (i.e. handouts for students) but these only apply to the classroom situation. They do not apply to distance education, nor to literacy and basic adult education programmes where tuition is not always conducted in a classroom.

Unfortunately, because copyright restrictions and lack of money affect access to information, non-compliance and copyright infringements do occur. Although such actions cannot be condoned, in practice, they are sometimes the only way these communities or individuals can access or acquire information.

It is often argued that publishers' sales are detrimentally affected by such copying. This is debatable, however, since, in these circumstances, there is no possibility of a sale, and hence, no financial loss. Under-resourced literacy initiatives or organizations, as well as their facilitators and students, cannot afford books or journals, especially since prices and related taxes are excessively high. Second-hand books (often earlier editions or out-of-print books), donations and photocopies are the main sources of information. If extracts are copied, they are used solely for the purposes of non-profit educational purposes and not with any intention of undermining publishers' sales.

Research has shown that, for various reasons, oral communication is still the most popular in most literacy programmes in this region, but that the written word is an important medium to enhance the message and to use for more advanced programmes for the functionally-illiterate.[x] If restricted to only information that is distributed freely, or material in the public domain, these people would seldom have access to up-to-date information. New and current publications would only be accessible to those who could afford to pay the purchase price or the copyright royalty, where applicable. Rural people would remain 'information starved' and illiterate and countries in this region would have no hope of changing their status from 'developing' to 'developed'.

In recent years, the South African Government published proposed amendments to its Copyright Act and Regulations, as a result of pressure from the publishing industry. The proposals were very restrictive towards education and attempted to withdraw most of the exemptions in the current legislation. In view of the serious implications the proposals had for education, the tertiary educational sector lobbied to Government and as a result, both sets of proposed amendments were subsequently withdrawn.

The educational sector recognizes the need to update the copyright legislation to meet the requirements of the WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty. Since 1999, this sector has been requesting the Government to address various issues in the copyright legislation to protect the interests of education, particularly, as the publishing industry continues to call for more restrictive legislation.

In 2001, due to an impasse in the legislative process, the Intellectual Property Committees of the South African Vice-Chancellor's Association (SAUVCA) and the Committee of Technikons (CTP), representing the tertiary sector, initiated discussions with the Publishers' Association of South Africa (PASA) and the International Publishers' Association (IPA). They also met with the Software Business Alliance in South Africa and the Registrar of the South African Department of Trade and Industry, in an attempt to resolve matters and to advance the legislative process amicably. Negotiations are continuing and matters under discussion are fair use, multiple copying for non-profit educational purposes, electronic copyright, provisions for persons with disabilities, as well as enforcement measures for rights owners.

As a priority, it is necessary for all laws, which hinder or restrict access to information, to be reviewed. The copyright legislation needs to be amended as soon as possible, to provide exceptions or to make provision for reproduction for non-profit purposes (i.e. including literacy, adult basic education and special educational programmes for the disabled). Such exemptions would open up information, which is currently shut-off from millions of illiterate people. This would enable the 'information-starved' to take their first steps onto the "Information Super Highway" and ultimately, to make a positive contribution to the development of their country.

En route to the "Information Super Highway"

Despite the problems highlighted in this paper, I believe that Africans *will* find solutions to reach and advance along the "Information Super Highway". I will now discuss some ways in which the 'information-starved' are being assisted, or can be assisted, along the road to the Information Super Highway.

South Africa, a leader and major power in the sub-Saharan region, is already involved in many local and regional projects to improve the infrastructure and facilities to improve access to information for all. South Africa plays a major role in the "Southern African Development Community" (SADC) and its recent initiative "The New Partnership for Africa's Development" (NEPAD) shows its commitment to this region and the whole of Africa. It has also been a major player in the establishment of the new "African Union".
The South African Government, non-government organizations and commercial entities, have already initiated many co-operative projects within the country and regionally, with neighbouring countries, to address problems affecting rural communities and illiterate people. Unfortunately, there are no simple solutions, nor 'quick-fixes'. To succeed, adequate funding, commitment and international assistance are required.

The Department of Education and the private sector, as well as welfare organizations and international donors, have initiated various national literacy and adult basic skills training programmes and projects to assist illiterate citizens. Some projects have been more successful than others but there is earnest commitment to ensure that the goal of "literacy for all" is achieved as soon as possible. However, more funding, better training for trainers, as well as facilities and an adequate administrative infrastructure are essential to ensure that these projects succeed. The private sector has also invested millions of Rands in literacy training for individuals and groups, mainly to assist people in getting jobs or to better themselves in the workplace.

With regard to the access to information and education and freedom of expression, librarians continue to play a major role. The Library Association of South Africa (LIASA) is a member of IFLA and is involved in library and information projects locally, regionally and internationally. Literacy projects are high on its list of priorities.

As early as the 1980s, it was recognized that there was a "need for a new type of library in South Africa, which offered a radically different approach to library and information provision for the rural populations. It was seen as requiring a new paradigm of service, and a new type of librarian endowed with a range of skills and competencies far beyond those normally associated with the library and information workforce". Despite this, in the 21st century most sub-Saharan African libraries servicing rural communities are still largely in the 'stranglehold' of imported library models, which are not entirely relevant to the rural situation.[xi]

Librarians need to recognize their very important and special role in the social and educational upliftment of illiterate people in this region. They have to adopt a whole new approach to their profession. Revised training methods and tailor-made services are necessary to make information accessible to all. Rural librarianship needs to be given more emphasis in formal library training courses to equip librarians with the necessary skills to meet the needs of the information-starved.

Librarians can also get involved in less conventional but philanthropic initiatives to assist rural communities. Many public libraries in South Africa already offer basic literacy and information literacy training and some have introduced other useful activities, for example, storytelling, reading and writing, as well as role-playing, arts and crafts and project work to encourage and assist illiterate and functionally-illiterate people. Some also provide collection points for used books, educational material and other useful items, for distribution to rural libraries, resource centres and schools. This service could be extended, if properly organized distribution depots were established to facilitate the collection, storage and distribution of such material to rural communities and under-resourced libraries.

Libraries are also the "doors" to information in the digital world. Where digital technology is available, information literacy training, electronic courses and access to electronic resources are now part of library services. Some educational institutions provide telematic information services and other educational programmes to rural communities, but these services need to be extended countrywide.

Electronic or e-learning is an effective method of teaching and a new approach of learning for illiterate and functionally-illiterate people. E-learning allows education to be offered in a totally different, more flexible and less conventional method of teaching and accommodates all levels and has various graded models to allow for progress and advancement once learners have reached a certain level. It is adapted to the learners' needs, not the learner to the technology's needs. Most e-courses have a printed manual, also graded for various levels and facilities for revision. An interesting initiative in e-learning is that of Africare, an organization working together with large international corporate partners, including Microsoft, Hewlett-Packard and others. They have established 'digital villages' in some of South Africa's larger townships (e.g. Soweto, outside Johannesburg). Their most immediate goals are literacy, information literacy and job training. Africare and its partners intend to create such villages wherever needed in South Africa and to extend them to other African countries.[xii]

Although radio has its shortcomings for literacy training and there is no 'face-to-face' verbal contact, it can be a very effective means of communication, in that it not only reaches the communities involved in literacy and basic education programmes, but it can be broadcast widely so everyone can benefit from the information.[xiii] Radios are reasonably cheap and can be operated by battery in non-electrified areas, enabling rural people to access information via this medium. Apart from the long-established radio services provided by the South African Broadcasting Corporation, many new community radio stations have been established in recent years to reach the illiterate. Literacy training via this medium should be expanded and offered in all eleven official languages.

The SA Post Office has various projects to provide "one-stop shop" communication services and other essential services and information countrywide, and have prioritized rural areas. Although there are still only a small number of Citizen Post Offices and Multi-purpose Communication Centres operating to date, the SA Post Office plans to expand these valuable services over the next few years. "They provide a critical platform through which access and training can be extended to ensure that citizens in rural areas are not permanently excluded from information" [xiv].

Provincial and municipal local authorities in South Africa, together with ESKOM, a major supplier of electricity in the region, are involved in on-going electrification projects. Each year, the national electricity grid is being extended and thousands of rural homes and informal settlements are being supplied with electricity, thus enabling these communities to access information via various media, including radio, television, fax machines, photocopiers, multimedia and computers.

Conclusion

All governments, private and public sectors, as well as librarians and individuals in the sub-Saharan region need to commit themselves to eradicating illiteracy in every possible way, so that everyone is given the opportunity to advance along the Information Super Highway. They need to aspire to the "African Renaissance", as envisaged by Thabo Mbeki, the current President of South Africa, who has stated that:

> " The new African World, which the African Renaissance seeks to build, is one of democracy, peace and stability, sustainable development and a better life for the people, non-racism and non-sexism, equality among the nations and a just and democratic system of international governance."

References

---

[i] IFLA/FAIFE. *Libraries and Intellectual Freedom.* Pg. 1. Retrieved January 10, 2002 from: www.faife.dk

[ii] Asmal, K. *Statement by the Minister of Education on the Occasion of International Literacy Day,* September 8, 1999. Pg. 1. Retrieved January 10, 2002, from: http://www.polity.org.za/govdocs/speeches/1999/sp0908.html

[iii] Asmal, K. *Statement by the Minister of Education on the Occasion of International Literacy Day* p.2. Retrieved January 10, 2002, from: http://www.polity.org.za/govdocs/speeches/1999/sp0908.html

[iv] *Constitution of the Republic of South Africa, 1996* .[Ch. 2. Bill of Rights]. Retrieved January 10,2002 from: http://www.polity.org.za/govdocs/constitution/saconst02.html#t

[v] Asmal, K. *Statement by the Minister of Education on the Occasion of International Literacy Day* pg. 2. Retrieved January 10, 2002 from: http://www.polity.org.za/govdocs/speeches/1999/sp0908.html

[vi] *Sub-Saharan Africa.* Pg. 1. Retrieved January 10, 2002 from: http://www.hf.caltech.edu/whichword/explore/ssa/ssaman_top.html

[vii] Logie. D. *AIDS cuts life expectancy in sub-Saharan Africa by a quarter.* Retrieved January 10, 2002 from: www.studentbmj.com/back_issue/1199/news/4036.html

[viii] Coetzer. Jennigay. South Africa, awake to the internet! 2002. *Sawubona.* February, 2002. Sandton. Mafube Publishing: 83

[ix] *Sub-Saharan Africa.* Pg. 1. Retrieved January 10, 2002 from: http://www.hf.caltech.edu/whichword/explore/ssa/ssaman_top.html

[x] Stilwell, C., Leach, A & Burton, S. (eds). 2001. *Knowledge, information and development: an African perspective.* Pietermaritzburg. University of Natal. School of Human and Social Studies: 167

[xi] Stilwell, C., Leach, A & Burton, S. (eds). 2001. *Knowledge, information and development: an African perspective.* Pietermaritzburg. University of Natal. School of Human and Social Studies: 182

[xii] Africare at work. Closing the digital divide in South Africa. Retrieved January 11, 2002 from: http://www.africare.org/at_work/sa-computers

[xiii] Stilwell, C., Leach, A & Burton, S. (eds). 2001. *Knowledge, information and development: an African perspective.* Pietermaritzburg. University of Natal. School of Human and Social Studies: 170

[xiv] Maphatane, M. *Bridging the digital divide: Postal Business Unit.* Presentation at the Africa Day Workshop 2001. Retrieved January 11, 2002 from: http://www.umts-forum.org/presentations/Postal_Policy_and_Postal_Projects.pdf

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 011-134-E
Division Number: VIII
Professional Group: Regional Activities
Joint Meeting with: -
Meeting Number: 134
Simultaneous Interpretation: Yes

Library's Role in Bridging the Digital Divide: the Case of Community Libraries in Shanghai

WU Jianzhong
Director, Shanghai Library
1555 Huai Hai Zhong Lu,
Shanghai, 200031, China.
Email: jzwu@libnet.sh.cn

Abstract:

Although in recent years the information environment has been greatly improved in many developed and developing countries, there is no indication that the digital divide is decreasing. Libraries are central to digital divide solutions. Through the example of electronic services at the community libraries in Shanghai, the paper shows that librarians are sharing the responsibility with other social and educational workers to work actively for the citizens' information literacy. As a vital new force, librarians will play a more eminent role in turning the digital divide to the digital opportunity with their knowledge, skills and professional spirit.

1. The digital divide is still real.

There has been a spate of essays on the digital divide recently. It is touched off by the report "A Nation Online: How Americans Are Expanding Their Use of the Internet". The report shows that more than half the population of the United States is now online, an increase of 26 million people in thirteen months, and the number continues to grow (Nation, 2002). It is certainly cheerful news, but does this mean the digital divide has been solved? Should we disregard the growing digital divide between the developed countries and the developing countries? Should we disregard the fact that three out of four poor families in the United States still remain "on the wrong side of the digital divide" (Carvin, 2002; Arrison, 2002)?

According to certain sources, there are an estimated 429 million people online globally. Of those 429 million, 41% are in North America. But, 429 million represents only 6% of the world's entire population (Digital, 2002b). In the United States two people share one computer, 55 times as many as that in China, which means only one of 114 people has access to one computer (China, 2001).

In China, we can also see the growing sign of the digital divide between the East China and the Northwest China. According to the ninth CNNIC survey (Ninth, 2002a), there are 33,700,000 Internet users, constituting 2.6% of the total population of the country. The East China users account for 36% (Shanghai 9.2%, Jiangsu 8.0%, Zhejiang 6.6%, Anhui 2.5%, Fujian 3.6%, Jiangxi 1.8% and Shandong 4.3%) of the whole country while the Northwest China for only 4.6% (Shaanxi 1.5%, Gansu 1.3%, Ningxia 0.3%, Qinghai 0.2% and Xinjiang 1.3%). Although the Northwestern Internet users have grown rapidly thanks to the recent national strategy for developing the Northwest, the gap between the two areas is still increasing.

Table 1. Geographical Distribution of Internet Users in China (1997-2002)

	North China	North East	East China	South China	South West	North West
Oct. 1997	41.00%	5.20%	27.10%	20.50%	4.30%	1.90%
Jul. 1998	31.60%	9.60%	29.30%	22.60%	4.20%	2.70%
Jan. 1999	28.68%	6.79%	24.06%	30.52%	5.97%	3.98%
Jul. 1999	26.74%	6.65%	32.07%	21.28%	7.92%	4.69%
Jan. 2000	28.05%	7.43%	31.62%	23.64%	6.02%	3.24%
Jul. 2000	25.11%	6.41%	35.01%	22.91%	6.28%	4.28%
Jan. 2001	19.94%	9.53%	34.44%	21.84%	9.35%	4.90%
Jan. 2002	17.70%	8.40%	36.00%	24.30%	9.00%	4.60%

The fact shows that the digital divide is far from being solved. The ICT pushes the society forward into a Knowledge Age but at the same time brings us a new challenge. Because of the differences of the information infrastructure, educational level and information literacy, gaps of information, knowledge, opportunity and income between the developed and the developing countries and between the well educated, high income groups and not well educated, low income groups, are increasing. Ms. Zhu Lilan, former Chinese Minister of Science and Technology, points out that the developed countries control over 80% of the world technological development and the increasing divide pulls the low-income countries accounting for half of the world population out of the mainstream of the world economy (Zhong, X. and Ren, J., 2001). To make matters worse, the gap on the number of Internet users between the developed and the developing countries is wider than that of the national income (Long, 2002).

The digital divide is still real. Because the majority of the world population live on the other side of the digital divide and they need IT for basic living. That is why the World Telecommunications Day (May 17th) chose "ICT for all: empowering people to cross the digital divide" as the theme for 2002. Considering the fact that more and more jobs will either be in the information industry or will require IT-related skills in the coming years, we should not underestimate the social and economic impact of the digital divide.

2. The Information literacy needs attention.

Librarians have worked to bridge the divide between the information "haves" and "have-nots" for more than 100 years (Digital, 2002a). As one of the library's missions, user education has been developed to help build up the learning skills for users regardless of age, race, language, religion, sex and physical ability. The term "information literacy" is evolved from the library education, for instance, the skill of catalogue search. With the advent of information communication technology, such education begins to be associated with the information abilities and becomes indispensable in the modern society. In 1989, ALA defined the information literacy as the following: to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ALA, 1989). Information literacy is not just a combined skill of catalogue search plus keyboard operation; it is the ability of information problem solving. The IFLA professional committee is considering changing the user education section to information literacy section so as to arouse the consciousness and awareness of librarians' role in the information society and to keep up with the new situation.

Libraries are central to digital divide solutions because librarians have played and are still playing an important role in improving information literacy for their users. The modern libraries should not simply be repositories for information; they should also be dynamic gateways to information. The Shanghai Library has emphasis on information education and 7,069 people have been trained since 1998 when its Training Center was established. The Municipality has granted the Training Center permission to organize examinations for information skill and a total of 17,006 people took examinations in the past four years. The Computer Learning Room, located at the ground floor of the new building, is equipped with 60 Internet-connected computers and rich electronic resources. They often give free lectures on information use to the public. Its modern facility and well-trained staff attract a large number of local users and tourists. In 2001 49,640 people used the services.

3. Programs for information literacy in community libraries of Shanghai.

According to the Shanghai Information Action Plan 2000-2002, by 2002, hospitals and libraries above district and municipal level and all the city's high schools, colleges and universities will be connected to the city's broadband network. The "Information Community Project" will be realized in 50% of all the communities and the ratio of Internet users will increase from 8% to 30%, and those who have received information training will account for 30% of the total population of Shanghai (Shanghai, 2002). The plan gives prominence to social services and emphasizes information education among the citizens. The government recognizes the potential importance for public libraries to become information centers in communities.

In Shanghai, there are altogether 263 community libraries, including 33 district/county libraries and 230 street/town libraries. The size of the collection in each district/county library averages 300,000 volumes and in each street/town library averages 30,000 volumes. Besides, there are about 5,000 small reading rooms of an average of 500 books scattered in the residential areas and villages.

3.1 The public libraries begin to stand out in the ICT drive.

In November 1993 the Shanghai municipality started its first evaluation program on public libraries and its evaluation report revealed that the progress of computer development was "very slow" as the target set for computerization in at least 60% of the public libraries in the city had not been achieved (Report, 1994). In 1994 there were only 43 PCs in the community libraries and in 1998, the number rose to 643. The Zabei District Library opened the first Computer Learning Room among the community libraries of the city, providing Internet access and other electronic services. Encouraged by the municipal policy for information development in mid 1990s, the community libraries established computer systems one after another. In 1998 a joint loan service was developed among the community libraries and readers could use one card to borrow books from 27 district/county libraries (it has been replaced by the Shanghai Library's IC Card System since 2001) (Report, 1999). According to a recent survey by the Shanghai Society for Library Science (Jin, 2002), out of 263 community libraries, there are 39 electronic reading rooms with 896 Internet-connected computers. Twenty-three district/county libraries have electronic reading rooms. There are 396 people employed for the electronic services in the 39 community libraries, including 173 reading room staff, 70 database workers and 153 technicians. Some libraries are making great efforts in developing the electronic service, for instance, as many as eighteen staff members maintain the Green Land website for the two Hongkou district libraries.

In 2001, there are 13,526 items of electronic materials in the 39 libraries and 27,068 items were on loan. A total of 1,429,770 *yuan* (equivalent to 172,261 US dollars) were spent for the electronic services.

Table 2. Staff employed for Electronic Services in Community Libraries of Shanghai

District/county Libraries	Computer Technicians	Staff in Computer Learning Rooms	Database Workers
Huangpu	8	12	6
Luwan	5	10	2
Xuhui	12	2	1
Changning	6	5	3
Jing'an	5	30	2
Zabei	28	7	3
Hongkou	8	6	10
Yangpu	3	28	12
Putuo	10	5	5
Baoshan	4	10	2
Minhang	5	7	2
Pudong	21	30	6
Nanhui	1	3	3
Fengxian	3	2	1
Jinshan	11	-	1
Songjiang	6	6	3
Qingpu	10	10	1
Jiading	2	-	5
Chongming	5	-	2
Total	153	173	70

3.2 The community libraries begin to realize that improving information literacy becomes one of their new responsibilities in the Knowledge Age.

Community librarians are aware that there is an ample scope for their abilities in information literacy programs. They find that they must train and teach their patrons to handle new electronic information formats as never before. They teach computer skills, Internet surfing, information searching and provide various electronic services for the local citizens. Fourteen district/county libraries have their own homepages providing various networking services. The volume of web information totals 65.31 gigabytes, which does not include mirror sites of commercial full-text databases. They provide catalogue search and special electronic databases including culture, arts, education, law, agriculture, health, environment, tourist, popular science and local documents.

3.3 Some libraries take advantage of Internet technology to share responsibilities and resources.

Hongkou has two district level libraries and they have developed a joint homepage called Green Land, providing book reviews and a film/drama database. The homepage (http://www.hql.online.sh.cn/) was heavily visited, attracting 231,715 visits in the year of 2001, an average of 635 users every day and the volume of the databases has reached 27 gigabytes. The film/drama database includes 5,900 cultural figures and the reviews of 1,150 films and 6,000 books. There are also 1,000 films for viewing on demand. They also have a BBS forum with 2,490 registered users. 23,100 messages are shown in six subjects on the forum. They find the website an efficient way of combining the information services and their resources. The Nanhui District Library makes use of the Shanghai Library's networking system and the Jiaotong University Library's agricultural specialists to develop an Agricultural Navigator, providing plant information especially on five local products for the local farmers.

Table 3. Electronic Reading Room Services in Community Libraries of Shanghai

	PCs	Budget (Thousand)	E-materials (Item)	Loan (Yearly)
Huangpu District Lib.	50	50	755	-
No.2 Huangpu District Lib.	12	5	106	22
Luwan District Lib.	20	20	550	2490
Xuhui District Lib.	20	24	55	-
Changning District Lib.	32	36.24	675	980
Changning Children's Lib.	21	5	210	169
Jing'an District Lib.	16	24	444	1620
Zabei District Lib.	53	30	1021	-
Zabei Children's Lib.	15	3.15	499	-
Hongkou District Lib. Hongkou Quyang Lib.	20	100	814	516
Yangpu District Lib.	42	0.88	560	-
Yangpu District Yanjie Lib.	50	2.06	137	2660
Putuo District Lib.	20	72	485	-
Baoshan District Lib.	45	20	2850	300
Minhang District Lib. No.2 Minhang District Lib.	33	11	200	100
Pudong Central Lib.	86	895.70	485	-
Chuansha District Lib.	17	8	200	-
Pudong New Area No.1 Lib.	16	5.94	396	679
Chuansha Children's Lib.	20	3	100	-
Jiading District Lib.	8	2	50	-
Songjiang District Lib.	100	20	1355	3600
Nanhui District Lib.	24	2	50	-
Fengxian District Lib.	-	5	350	2050
Qingpu District Lib.	-	11	434	3482
Chongming County Lib.	56	-	-	-
Zhaotun Town Lib.	-	5.50	300	8400
Jiangshuan Street Lib.	21	-	-	-
Jingyang Street Lib.	-	0.50	29	-
Puxing Street Lib.	-	8	186	-
Huamu Town Lib.	16	-	-	-
Hudong Street Lib.	10	-	-	-
Puxing Street Lib.	19	-	-	-
Meiyuan Street Lib.	11	-	-	-
Nanmatou Street Lib.	16	20	80	-
Dongminglu Street Lib.	4	40	150	-
Shanggang Street Lib.	3	-	-	-
Beizhan Street Lib.	20	-	-	-
Total	896	1429.97	13526	27068

3.4 The enriched special databases stimulate the use of library electronic resources.

The city's community libraries have developed a series of special collections in the past twenty years. Each district or county library is encouraged to have one special collection according to the local needs. The No.2 Huangpu (formerly Nanshi) District Library has developed the Tourist Collection because Nanshi is well known for its tourist spots and cultural and historical remains. The Putuo District Library has started its Law Collection on the basis of the donations from some local law scholars. The Hongkou's Quyang Library for two reasons has developed the Collection for Film and Drama Reviews: many film directors and film reviewers and amateurs live in the district and often meet in the library. The Yangtze River Folklore Database has been developed in Baoshan District Library, cooperating with nine other libraries in the neighboring cities along the river in Jiangsu Province. The database has a total volume of one gigabyte, and can be searched through the homepage of Baoshan Library at http://www.bslib.online.sh.cn/. There are altogether 6.17 gigabytes of homemade databases in the community libraries of the city.

When entering the electronic age, these libraries take advantage of their rich resources and attract more users through electronic means. The special databases of various subjects are one of the main features in the city's community library movement and have influenced many public libraries all over the country.

Table 4. The Websites of Community Libraries of Shanghai

Library	Domain Name	Main Contents	Volume (g)	Visitor (Yearly)	Staff
Huangpu District Lib.	http://www.shhpl.com	Book Revies; Film/Drama Reviews	3	54750	3
No.2 Huangpu District Lib.	http://www.nsinf.online.sh.cn/	Book reviews; Travel; Health	1.50	32850	4
Hongkou District/ Quyang Libraries	http://www.hql.online.sh.cn/	Book and Film Reviews; VOD; Local Culture	27	231775	6
Jing'an District Lib.	http://www.jinganlib.net/	Book Reviews; Local Writers	0.1	5110	2
Zabei District Lib.	www.zblib.online.sh.cn	Tea Culture	2	51100	1
Changning District Lib.	http://www.cnqlib.com.cn/	Local Cultural Information	0.05	7300	2
Yangpu District Lib.	www.yplib.online.sh.cn	Environment	0.60	38690	3
Putuo District Lib.	http://ptlib.online.sh.cn	Local Culture; Law	0.5	149650	3
Baoshan District Lib.	http://www.bslib.online.sh.cn/	Yangtze River Folklore	30	20075	4
Minhang District Lib.	http://www.mhlib.online.sh.cn	Book Reviews; Local Culture	0.20	9855	2
Pudong New Area Central Lib.	http://www.pdlib.com	Local History and Culture	0.05	12410	3
Chuansha District Lib.	www.lingkong.com	Book Reviews; Health; Local Culture	0.24	26645	1
Nanhui District Lib.	www.library.sh.cn/nanhui	Agriculture; Local Culture	0.05		8
Qingpu District Lib.	www.qplib.sohu.com	Travel; Aquaculture	0.02		2
Total			65.31	640210	44

BEST COPY AVAILABLE

3.5 The community libraries are providing the most appropriate means for training the special social groups in information skills.

The Zabei District Library sends their staff members to the homes of the handicapped to teach them to use computers and electronic information. In 1996 the Library helped a School for the Deaf-and-Dumb to use electronic information and it was highly praised on the local newspaper *Jiafang Daily* (30 August 1996). To assist the local employment education, the Pudong New Area Central Library organized a computer class for the 50 lay-off workers in the evenings between 30th May and 11th July 2001. The Minhang District Library opened computer classes for old people with the cooperation of the District's Senior Citizen College and for women with the District Women's Union in 2002, teaching basic information skills including searching and e-mailing.

4. Problems

The local community libraries in Shanghai have spontaneously shown their ardor in improving the citizens' information ability and more efforts have been made on the hardware facilities in the past years. But we have not seen any clear statement or well designed program on information literacy in these libraries.

Although the number of computers in the community libraries is growing rapidly, compared with Internet Cafes, it is significantly small. Internet cafes have become an ever more frequent sight on street corners of the city. There were about 1200 registered Internet Cafes in Shanghai in mid-2001 and over half were reported not up to par (Hu, 2001), 30 times more than that in the public libraries. According to the ninth CNNIC survey on main access locations (results of multiple choices), Internet use at home is 61.3%, office 45.7%, school 19.7%, Internet Cafe 15.4% and others 0.7% (Ninth, 2002b). Home and office are the major locations of Internet access. We do not know what the percentage of use at library is at present but it is definitely not more than 0.7%. Therefore, community librarians should market the library services to attract more people, especially the potential users to come to the libraries for information needs.

5. Conclusion

Although in recent years the information environment has been greatly improved in many developed and developing countries, there is no indication that the digital divide is decreasing. Libraries are central to digital divide solutions. The example of electronic services at the community libraries in Shanghai shows that librarians are sharing the responsibility with other social and educational workers to work actively for the citizens' information literacy. As a vital new force, librarians will play a more eminent role in turning the digital divide to the digital opportunity with their knowledge, skills and professional spirit.

References

American Library Association (1989) Presidential Committee on Information Literacy (released on January 10, 1989). http://www.ala.org/acrl/nili/ilit1st.html, accessed on 18 April 2002.

Arrison, Sonia (2002) What digital divide? http://news.com.com/2010-1078-858537.html, accessed on 18 April 2002.

Carvin, Andy (2002) Digital divide still very real. http://news.com.com/2010-1078-872138.html, accessed on 18 April 2002.

China (2001) urges on bridging the digital divide. Sci-Tech Daily, 30 October 2001.

Digital (2002a) Divide, http://www.ala.org/oitp/digitaldivide/, accessed on 18 April 2002.

Digital (2002b) Divide Basics Fact Sheet. http://www.digitaldividenetwork.org/content/stories/index.cfm?key=168, accessed on 18 April 2002.

Hu, Yonglong (2001) Internet Cafes Survey in Shanghai. Wenhui Daily, 17 September 2001:9.

Jin, Xiaoming (2002) Report on Electronic Services of Community Libraries of Shanghai. Shanghai: Shanghai Society for Library Science, 2002.

Long, Yongtu (2002) Strengthening the cooperation among the South and decreasing the digital divide.

http://www.cicete.org/chinese/south/2.htm, accessed on 18 April 2002.

A Nation (2002) Online: How Americans Are Expanding Their Use of the Internet http://www.ntia.doc.gov/ntiahome/dn/index.html, accessed on 13 April, 2002.

The Ninth (2002a) CNNIC survey. http://www.cnnic.net.cn/deve1st/2002-1/info.shtml, accessed on 13 April, 2002.

The Ninth (2002b) CNNIC survey. http://www.cnnic.net.cn/develst/2002-1/4.shtml#, accessed on 18 April 2002.

Report (1994) on the first evaluation result on public libraries in Shanghai. In: Facing the challenge: Overview of the Public Libraries in Shanghai. Shanghai: Shanghai Society for Library Science, 1994, 205-214.

Report (1999) on the first evaluation result on public libraries in Shanghai. In: Public Libraries at the Cross of the Century. Shanghai: Shanghai Society for Library Science, 1999, 227.

Shanghai (2002) Information Action Plan 2000-2002. http://www.shanghai.gov.cn/gb/shanghai/gazette/node412/node416/userobject26ai108.html, accessed on 18 April 2002.

Zhong, Xiubin and Ren, Jianmin (2001) How to across the digital divide? People's Daily, 24th February 2001.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**121-135(WS)-E**
Division Number:	**VII**
Professional Group:	**Reading Workshop**
Joint Meeting with:	**-**
Meeting Number:	**135**
Simultaneous Interpretation:	**-**

What shall I read next? Developing tools for reader support

J Eric Davies
Director - Library and Information Statistics Unit [LISU],
Loughborough University
Loughborough, Leics. England
E-mail: j.e.davies@lboro.ac.uk

Introduction

The canvas of imaginative literature is a very diverse and colourful one that offers the reader access to a range of stimulating emotions, insights and scenarios. There are several types, including drama, poetry and fiction with a myriad of genres of writing, each with its own following. Fiction reading is a significant cultural and recreational activity around the world. But without the reader, the author's efforts are to some extent hollow. Toyne and Usherwood (2001) have charted the significance that reading has on people and they have included a taxonomy of the impact of fiction reading. Authors, publishers, booksellers and librarians all have an interest in fostering this activity not simply for commercial motives but to nurture the cultural wealth of society. How then to ensure that readers find and read what they want in their quest to derive the utmost pleasure from fiction? This paper explores some of the means developed.

Quantitative Data and Reading [UK]

In the UK figures on sales of fiction are reasonably encouraging and data from the Office of Public Lending Right indicate that a range of material is being borrowed. Recent statistics from the annual survey of public library material spending also show an encouraging trend, although library borrowing in total has declined over the past few years. Selected relevant data is annually summarised in a compilation from the Library and Information Statistics Unit (Creaser, Maynard and White 2001).

According to data in *Book Facts 2001* consumer book buying in the UK appears generally buoyant (Book Marketing Limited 2001). The trend in adult fiction sales is upwards in both volume and value terms. Children's fiction sales present a more complex picture with volume declining and value now tending upwards. (See Figure 1.)

YEAR	1998	1999	2000
Adult Fiction vols.	105 millions	106 millions	108 millions
Adult Fiction value £	528 millions	545 millions	585 millions
Child Fiction vols.	71 millions	64 millions	55 millions
Child Fiction value £	222 millions	208 millions	212 millions

Figure 1 ~ Data on Fiction Purchasing

Data from the Office of Public Lending Right, in the year 2000-2001 indicate that a dozen writers were estimated to have over a million loans each from public libraries (GREAT BRITAIN. Office of Public Lending Right 2002). In the last five reporting years names that regularly reach these estimates include: Agatha Christie, Catherine Cookson, Josephine Cox, Dick Francis, Jack Higgins, Ruth Rendell, and Danielle Steele. Amongst the most borrowed children's reading in 2000-2001 are: J. K. Rowling, with what is now an array of Harry Potter tales, and the inimitable Roald Dahl.

Data in the *Public Library Materials Fund and Budget Survey* published in 2001 described a reversal in the downward trend in book expenditure of recent years by identifying a 1.1 percent increase for 2000-2001 in book spending (Maynard and Fletcher 2001). Whether this is enough to reverse the historic decline in public library borrowing is open to question, however.

The numbers show that fiction buying and borrowing still hold a strong appeal for many. Moreover, if public library spending is, at best, unspectacular and borrowing is in decline then efforts need to be directed towards maximising the value of what stock there is. On either count, fiction readership promotion is of the utmost value.

Reader Support at the Macro Level

How can readers be assisted to sustain and even extend their enjoyment of fiction reading? A key factor is bringing suitable reading to people's attention.

The book trade undertakes a great deal of promotional activity as part of it business endeavour. Much of this is concentrated on the new output that emerges regularly from the industry. The staples of promotion are posters and special displays that are tied in with press advertising and book reviews. There are also authors' signing sessions and lectures, as well as the occasional broadcasting appearance by a prominent author with something new to publicise. Libraries can capitalise on the trade's efforts by appropriate planning and liaison.

There are also the more broadly based promotional initiatives, special events and themed celebration days [or even longer!]. The [UK] National Literacy Trust (2002) website includes an extensive listing, some of which are noted below:

National Storytelling Week {February}
Bedtime Reading Week

World Book Day {March}

International Children's Book Day {April}

National Share a Story Month {May}

Swap a Book Day {September}
International Literacy Day

National Children's Book Week {October}
National Poetry Day
International School Library Day

There is clearly much scope for libraries to participate in these initiatives to advantage.

There are other important ongoing initiatives designed to stimulate the reading habit in all ages and to improve access to good reading material. The *Bookstart* project is aimed at babies and toddlers and involves co-operation between libraries and health authorities (Bookstart 2002). The *Branching Out* programme is an initiative from the [UK] Society of Chief Librarians with support from the National Lottery through the Arts Council of England. The programme encompasses several important projects concerned with access and reading development (Branching Out 2002). The programme has had a significant [and measurable] impact on the professional development of the librarians involved also. This aspect has been summarised in a recent article (Train 2001).

An interesting example of an action research based regional promotional initiative in the UK is the *Books Connect* project which has involved a range of agencies in the East Midlands area. Details are available on the Project website (Books Connect 2002). The project, whose aim is: " … to pilot reading inspired creative partnerships between public libraries, artists and museums." tests the scope and operation of cross domain working through a variety of local small scale promotional activities. A range of exciting events and programmes has taken place. The project is now in its evaluation phase and the individual activities are being assessed through quantitative and qualitative criteria using an evaluation 'toolkit' developed by the Library and Information Statistics Unit at Loughborough University.

Reader Support at the Library Interface

Though special events and individual projects may compel a significant degree of attention, providing reader support in the library is a continuous process that takes place at several levels of service, day in, day out. It begins with making appropriate decisions regarding acquisitions selection within an invariably constrained budget for materials. Stock rotation around service points adds a further dimension to extending access to reading material and it contributes to maximising the value added. Information from automated circulation data offers the prospect of evidence-based management of such a strategy to achieve more effective stock deployment.

A key component in helping readers of all ages make choices is the provision of direct reader advice and support at individual service points; or even occasionally in virtual mode through electronic help services. Readers' Advisers have a long tradition of providing appropriate and authoritative guidance by drawing on their professionalism, experience and bibliographic knowledge. The research by Toyne and Usherwood (2001) reveals how highly regarded and instrumental appropriate personal reader support by librarians is. Of particular interest in their report is an account of how a librarian operating in a 'book doctor' mode describes work aimed at encouraging readers to try different authors.

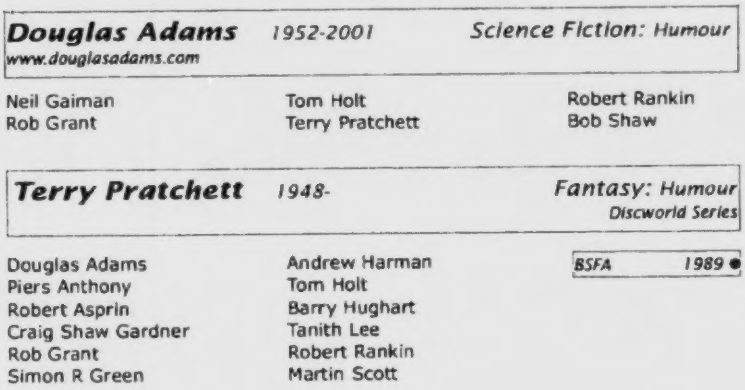
The Readers' Adviser is typically supported by a panoply of general and specialised bibliographies and guides. These augment the knowledge, learning and experience that he or she brings to the task. Nonetheless, offering advice to the discerning fiction reader still poses quite a challenge. Individual tastes and preferences are so very varied, yet sometimes so trammelled. Exploring hitherto unconsidered writers can offer rich rewards but it has to be encouraged from a sound basis of knowing what will work. What really helps decide what to read next?

It is worth noting how information technology has evolved to provide support for readers and their advisers. Prospective book purchasers who visit the Amazon website are offered help in selection by 'linking' software which embodies a useful
"… … people who bought this title also bought … …" approach that is reminiscent of citation linking. As with citation linking, it may not offer perfection, but its value for some circumstances is convincing.

Developing Reader Support Tools

The Library and Information Statistics Unit [LISU] at Loughborough University has developed fiction selection aids that link similar authors and genres. It publishes two important and successful guides to English fiction; one is concerned with adult fiction and the other with children's fiction. They are entitled: *Who Else Writes Like? A Readers' Guide to Fiction Authors,* and *Who Next ...? A Guide to Children's Authors.* Both publications have been developed over the years by expert Editors with the help of a panel of librarians who are specialists in their fields. The work is co-ordinated and managed at LISU as publisher.

New editions are brought out regularly to keep pace with changes in publishing such as new authors, and genres, and to reflect changes in taste or popularity. Continuous improvement in content, layout and presentation is sought to ensure that the guides reflect the needs of users. In addition to assembling feedback from reviews and general comments received, LISU seeks views through a formal questionnaire survey that is distributed widely before work on a new edition is begun. The fourth edition of *Who Else* ... is imminent. It lists over 1,800 authors, and with each name suggests others who write in a similar way. The number of alternative authors listed for each entry is between three and twelve. The entry for each author includes other detail to help make a choice. (See Figure 2)



Douglas Adams *1952-2001* *Science Fiction: Humour*
www.douglasadams.com

Neil Gaiman
Rob Grant
Tom Holt
Terry Pratchett
Robert Rankin
Bob Shaw

Terry Pratchett *1948-* *Fantasy: Humour*
Discworld Series

Douglas Adams
Piers Anthony
Robert Asprin
Craig Shaw Gardner
Rob Grant
Simon R Green
Andrew Harman
Tom Holt
Barry Hughart
Tanith Lee
Robert Rankin
Martin Scott

BSFA 1989 ●

Figure 2 – Sample Entry in Who Else …

The main author entries include the date of birth (and where appropriate, death) where this is known, and for authors who are not English, the nationality or place of birth. Where authors write exclusively within a category or genre this is indicated, as are the names of characters that regularly feature in a writer's work. Brief details of literary prizes won are included and, if the author has a page on the Internet, the web address is listed. The inclusion of web addresses not only reflects the times, but is a response to user feedback as it became clear that from the last survey that this information was wanted.

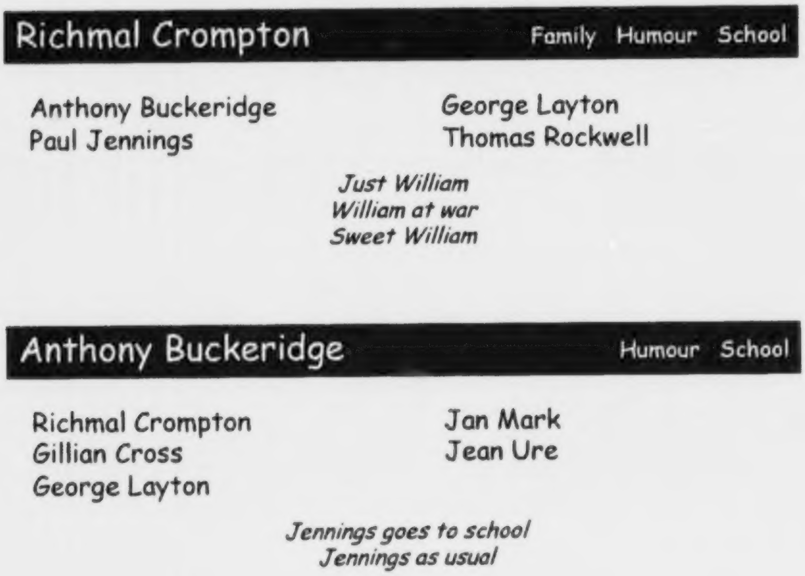
Decisions about which authors to include are determined by a mixture of objective and subjective criteria. The basis for the initial selection of authors is the data gathered by the UK Office of Public Lending Right that indicate the most popular authors according to levels of

BEST COPY AVAILABLE

borrowing. Additional names are suggested by a panel of advisors that are drawn from front-line professional librarians. In the main authors are only included when they have three books to their name and when their novels are easily obtainable from bookshops and libraries. As 'new' writers are added so some, which the advisors consider are no longer being widely read, are omitted. In the latest edition 394 new authors are being added and there are 188 deletions, resulting in a net gain of around one fifth in the number being listed.

Alternative ways of finding suitable reading are also provided through a series of appended lists. They include; an index of genres, a list of literary prize winners, an index to characters in fiction as well as a list of further reading which includes websites and other fiction guides.

A new edition of *Who Next* ... is also in preparation and will appear in Autumn 2002. This guide to children's authors was published for the first time during the National Year of Reading. It lists around 400 writers of children's fiction, and functions in a similar way to its counterpart for adult fiction. Two sample entries are shown below. (Figure 3).



Richmal Crompton Family Humour School

Anthony Buckeridge
Paul Jennings
George Layton
Thomas Rockwell

Just William
William at war
Sweet William

Anthony Buckeridge Humour School

Richmal Crompton
Gillian Cross
George Layton
Jan Mark
Jean Ure

Jennings goes to school
Jennings as usual

Figure 3 ~ Sample Entry in Who Next ...

The links made between authors are of genre and theme, and also of styles of writing, or similar aspects of characterisation and settings. A few of the most important titles for each author are included in the text, so that readers trying an author new to them have some idea of where to start. The book is arranged by three 'audience age groups': children aged 5-7, 8-11 and 12-14.

Selecting reading is a very personal thing and the Editors of the last edition of *Who Next* ... wisely recognise this. They also point out in the Introduction to the work the merits of debating just how writers fit into genres.

> "Of course no author writes exactly like another, and readers will not agree with all our choices. Questioning Who next? may be one of the pleasures of using it, and a source for discussion and debate."

At the end of *Who Next* ... are indexes of authors by theme or genre and children's series, and a list of authors who have won prizes for their children's fiction. The forthcoming edition will also include a list of picture books for older readers.

The target audience for both these works is not simply librarians but readers themselves. The children's guide also attracts use by parents and teachers as well as by school librarians. The works represent an important contribution to nurturing reading and supporting librarians in effective collection management and reader support.

End Note

What a profound effect some books can have on an individual, a group and even society at large. An excellent compilation by Antonia Fraser (1992) chronicles the influence that reading has had on a range of cultural, literary and political figures. It is a testament to the impact of reading as well as a superb example of modern mass book production and should be a compulsory text for all information and library managers. Here, in an extract, Hermione Lee sums up rather colourfully what books do to the receptive mind.

> Like losing your virginity, if you're that old, or hearing of the assassination of President Kennedy, if you're *that* old, there are some first readings you can always remember. Open the book again, and the place and time of the first impression come back at you, like a sharp smell or a strong flavour. Elizabeth Bowen calls it 'an echotrack of sensation'. The books that retain it are the ones that changed you, however slightly; made you shift your sense of what the world was like, what it was possible to know and to feel.
>
> (Hermione Lee, In: *The Pleasure of Reading.* Edited by Antonia Fraser. London, Bloomsbury, 1992.)

References

Book Marketing Limited (2001)
Book Facts 2001. London, BML

Books Connect (2002)
Books Connect: Creating Partnerships for Libraries, Museums and the Arts.
http://www.artsandlibraries.org.uk/bc/

Bookstart (2002)
Homepage.
http://www.bookstart.co.uk/

Branching Out (2002)
Homepage.
http://www.branching-out.net/#

Creaser, C., S. Maynard and S. White (2001) *LISU Annual Library Statistics 2001- Featuring trend analysis of UK public and academic libraries 1999-2000.* Loughborough, LISU.

Fraser, A. (1992)
The Pleasure of Reading. London, Bloomsbury.

GREAT BRITAIN. Office of Public Lending Right (2002)
Homepage.

http://www.plr.uk.com/

Maynard, S., and S. Fletcher (2001). *Public Library Materials Fund and Budget Survey 2000-2002.* Loughborough, LISU.

National Literacy Trust (2002)
What's On Annual Events
http://www.literacytrust.org.uk

Toyne, J. and B. Usherwood. (2001)
Checking the Books: The Value and Impact of Public Library Book Reading. Shefffield, University of Sheffield - Centre for the Public Library and Information in Society - Department of Information Studies.

Train, B. (2001)
Impact of Branching Out. *Library Association Record,* 103 (12) pp756 – 757.

,,

Dr. J. Eric Davies
Director LISU [Library and Information Statistics Unit],
Loughborough University. Loughborough. Leics. LE11 3TU. England.
tel: 01509 223070 fax: 01509 223072.
email: j.e.davies@lboro.ac.uk
URL: http://www.lboro.ac.uk/departments/dis/lisu/jed.html

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 165-137-E
Division Number: II
Professional Group: Genealogy and Local History
Joint Meeting with: -
Meeting Number: 137
Simultaneous Interpretation: -

Building on the past, investing in the future through genealogy and local history services

Patrick Cadell
Edinburg, UK

In the matter of genealogy and the study of family history, it is remarkable what advances have been made in recent times B certainly over the three or four decades during which I have been involved. I recall two quite separate incidents, both from the 1970s, and both from my own professional experience. They perhaps demonstrate both the work that was needed for successful genealogical research, and the standard of proof that people were prepared to find acceptable at that time.

One Saturday morning an elderly American lady came into the manuscripts reading room of the National Library of Scotland, and said that she was descended from the family of Cumming of Presley which had emigrated to America at about the time of the second Jacobite rising. She was quite clear about this, and she had all the proofs necessary. What she wanted to be able to show was that the Cummings of Presley were descended from the Cummings of Altyre, and thus from the head of the clan. She had discovered that the Cumming papers were in the Library and she was determined to see what could be found. On that day, and on many others, with the calendar of the papers and the original documents, she laboured through some very complicated 17th century deeds, but eventually she came across, under the unpromising title of a >bond of caution=, exactly what she wanted.

One of the lairds of Altyre of the 1670s was a very wild young man, and in order to save him from prison or perhaps from the gallows, members of his extended family came together to form an agreement that they would guarantee his good behaviour. All these people, who included the Cumming of Presley of the day, proclaimed their loyalty to the Cummings of Altyre >from whom we are all descended=. The American lady had the proof she wanted even if it still lacked some precise details, and was absolutely delighted. But she had had to work long and hard for the information she needed.

My second incident relates to a man who wished to prove his descent from someone who had flourished in the 1770s and 1780s. The proof of this descent did not seem very good, to me anyway. However as if to clinch the argument, he brought out a photograph of a portrait of this gentleman, and asked me if I did not think there was a strong family resemblance between him and his supposed ancestor. As I still must have seemed less than convinced, he produced a further photograph of himself wearing just such a bobwig as was being worn by the man in the picture. I need hardly say that our conversation ended inconclusively, but as it was conducted in an open search room well within the hearing of other researchers, I noted the handkerchiefs that were being put to mouths, the splutterings of mirth and the heaving shoulders. That particular genealogist=s standard of proof was not high.

The point I wish to make is that genealogical research is now in many areas a lot easier than it used to be, but that it is also a lot more rigorous. It is also, I rather suspect, a lot more interesting. I shall return to the first two of these; let us look at the interest of genealogy.

There is no doubt that at one time what was considered a sufficient achievement in itself was the linking of one person B usually male B with his father, and so on back with a few dates and places but often little else, in the faint hope of finding a royal or at least a noble ancestor. A Danish archivist once wondered aloud in my hearing why it was that everyone seemed to want to prove how they had come down in the world. Even fully written up family histories were exceptional if they made any effort to deal with anything beyond military or political achievements. Female members of the family, however influential, were simply cardboard cutouts. Agricultural, industrial or social activities are little mentioned before the 18th century, and then only grudgingly. As for musical or artistic skills B one thinks of the Burnetts of Leys, the Maules of Panmure, the Roses of Kilravock or the Clerks of Penicuik B you will have a task to find much reference to this aspect of their characters in the histories of those families, though evidence of their skill is readily available. As for the skeleton that lurks somewhere in every family=s cupboard, it is simply overlooked.

Now, I believe, we are beginning to look for more rounded characters in our genealogies. The family tree needs a bit of foliage on its bare branches, and we are no longer satisfied with a simple relationship and a date. We realise that people who emerge from old documents, in difficult language and script, nevertheless had feelings, interests, worries and preoccupations which are not absolutely different from our own.

I lay some emphasis upon this because I think it is something which has brought what one might call >respectability= to genealogy. There are still, I regret to say, a few archivists who do not like dealing with genealogists, and who consider that family history is not true research. I like to think that they are a dying breed. I also like to think that many people interested in family history arrive in a library or archive with very much more information at their disposal than would have formerly have been the case, and are therefore ready to move on to more interesting research B to an examination of what lies behind the life events of which the bare record tells us little.

In 1789, William Malcolm was condemned to be transported to Australia for stealing a horse, but why did the judge at the trial find it necessary to pay for him to have a complete new set of clothing before he went? Agnes Murray Kynynmound died in 1778. How do we know so much about the development of her breast cancer? Sir William Forbes of Pitsligo, 7th baronet, died young, but is always thought to have married and had a son. Why is there not a single scrap of paper in the family archive for the period of eighteen months or so covering the marriage, the birth and Sir William=s death?
These are matters which a true family historian would wish to know about, and because so much basic information is so much more readily available now than it was in the 1970s, those interested in family research have the time and the opportunity to extend their studies. Sometimes this will be into the life and

work of an individual; sometimes into that of the locality in which the family flourished. What I find remarkable is the quality of the research being done. I do not speak here of the professional researchers and record agents whose knowledge and efficiency never cease to astonish me. I speak of the >ordinary= family historian, if such a person exists, who wants more information certainly but who can now look for it on the basis of greater knowledge, and of a better understanding of what the records will offer and of how to make best use of them.

It is nevertheless a feature of the last thirty years that record offices receive a much higher percentage of first time users. In June 1998, the Public Record Office conducted a survey of its readers. It showed that 22% were visiting, not just the PRO, but any record office for the first time. These first time readers are in a very large majority people who are interested in family or local history. One of the reasons why family historians take up such a disproportionate amount of the archivist=s time, and perhaps why some archivists so dislike them, is just that. They are more demanding because their needs are greater. Their perfectly reasonable questions keep the searchroom archivists from other tasks. But this very fact has encouraged archive services, and indeed those such as the LDS church with a particular interest in the matter B and in the case of the Scottish Archive Network both together B to move into making basic genealogical material available in more easily accessible ways.

I suppose the earliest examples of this in this country were the publication by the Scottish Record Society of lists of burials, testaments, apprentices etc, along with the lists of professional people, advocates, writers and of course ministers of the Church of Scotland. The involvement of the LDS Church made possible the microfilming of the Old Parochial Registers, and subsequently their indexing, and for the first time brought the search of genealogical records within the scope of modern technology. I should admit at once that this process was not viewed without some suspicion when it first began. It was justified as a necessary conservation measure, but of course it also meant that when, considerably later, technology permitted, there were several ways in which the information in the Old Parochial Registers could be managed and manipulated. This gave the researcher as much information as he or she could obtain from the registers without having to search, in volume after volume possibly in vain, for people who moved from one place to another, or for whom no record survives.

This type of access is now being dramatically extended by the Scottish Archive Network. Scanning the wills and testaments of Scottish men and women up to 1875 (the records most heavily used for genealogical purposes after the OPRs and the census records), and provision of networked access to the catalogues of the archive repositories in Scotland, are further examples of what new technology can offer. They will allow the researcher to do more and more work at home, or at least off site, before he or she has to consult those troublesome original documents. Mr MacKenzie will be speaking to you later about SCAN, but I mention it to make the point that much is being done to help the genealogist B and let us admit it B to help the archivist, so that when the family historian does arrive in the search room his or her visit will be of real value.

If all these developments make genealogical research easier, they also make it more rigorous. At least I would like to think so. Though there will always be points that are not absolutely clear, and others that are open to discussion, there is, on the whole, little use in arguing with the official record. Its compilers had no particular axe to grind, and I have only once come across an official document of the last two or three centuries which had clearly been tampered with. By offering a higher standard of accuracy in the traditional areas of genealogy, is it not reasonable to hope that higher standards will be maintained elsewhere?

The publication of Roots was groundbreaking in a number of ways. Perhaps the most obvious was that the author, as an American of African descent, wanted to find out where he came from and who his ancestors had been, and in particular, both in the title he chose and in the avowed aim of the book, he stated his purpose of needing to find a fixed point in the past of his own ancestors. Although the ancestors of most of the people in this room have not been subjected to enormous social or political upheaval, there are probably few who live where they were born. Most Scotsmen if pressed will admit that a few generations back their forebears arrived from the Highlands, Ireland, England, the continent of Europe or even further away. But this is the generation, perhaps more than any other, which has seen social movement. People go from one side of the world to the other in search of work, and people settle in places to which they have no attachment beyond that of employment. As a consequence people naturally wish to have a better understanding of the family traits, the physical characteristics, and the instinctive loyalties with which they are blessed or cursed. The remarkable novel No Great Mischief by Alistair MacLeod is all about this personal heritage, which can be difficult to understand, but which it is impossible to escape. There is in fact an ever increasing demand to meet what for many people has become a psychological need B the need to find a few fixed points in a world of constant change. The locality in which you have settled offers one fixed point, but so does your family. You may not like your family; you may not consider your ancestors particularly estimable; but they are unalterably yours.

The future of genealogy itself I suspect is more of the same. Advances in IT and scanning technology suggest ways in which classes of records might be made available electronically. In Scotland, some of the great Registers B Deeds and Sasines in particular B might perhaps be given the same treatment as the wills. It is interesting that this idea was considered when SCAN was being set up, but was rejected as being altogether beyond what it was reasonable to undertake with the technology of the time B just a few short years ago. Now it is a definite option. Access to existing catalogues and indexes will little by little become easier. And just as advances are taking place in IT technology, so advances are taking place in popular understanding of and skill with IT. It is perfectly reasonable now to ask a prospective researcher what internet investigation he or she has made before coming to a record office, and it is to be hoped that the huge efforts made by archives and libraries to make their holdings more user friendly will be to everyone=s benefit.

However there are problems associated with all of this which ought not to be underestimated. In a traditional library or archive search room there was a professional person who could explain and evaluate the records or books being used, and who could assess them properly in relation to other records which might be available. There was thus perhaps less danger of giving greater value to the material being consulted than the material would really bear. The fact for example that one of those marvellous town directories, which are so common for the 19th century, indicates that your ancestor was the best drawer of teeth for miles around, does not indicate either that the information is true, or that he practised in a particular place for longer than the time necessary to get his name into the directory.

The besetting virtue of the genealogist is optimism. Hope is always there and links are made which the actual evidence will not support. There was an Alexander Edward, known as a mathematician and musician; another was minister of Kemback in Fife; another was a garden designer of more than passing importance. Alexander Edward is also a rather uncommon name. The assumption that these people are one and the same B correct as it happens B is one which one might be tempted to take for granted. But I know from my own family that many people have assumed that Thomas Cadell, father and son, who were very successful publishers in London in the late 18th and early 19th centuries, must of course have been related to the equally successful Robert Cadell who published the works of Sir Walter Scott. In fact they are completely unrelated, though they operated at the same time in a small profession, and share an unusual name of Celtic origin. One lot comes from Wales, the other from Scotland.

I make these points because, with an increasing use of IT, there will be less need, and possibly less opportunity, for the genealogist to interface with that best of all finding aids, the archivist or librarian behind the desk. We have to be careful to see that the information available through the computer is properly described, not just as to its content, but as to its value. Frankly I have no suggestions as to how this should best be done, though I know that the many courses on genealogy run by universities, libraries, archives and evening schools take the matter very seriously. The difficulty is more to do with the extent to which all potential genealogists are prepared - not just in terms of the information available to them electronically, but in terms of the value of that information B for the work they hope to do.

There are other difficulties. For many years it was assumed that one of the main functions of an archive service, particularly a national one, was to publish the records it held. This could be done in the form of calendars of documents B into which of course the archivist=s own value judgements intruded B or by printing them in full, and in both cases providing an index. Indeed publishing the records of Scotland was one of the main tasks of the National Archives of Scotland as set out in the various reports produced in the early years of the 19th century. Of the great series of state papers, only that of parliament has been published in what might pass for its entirety. If anyone fancies tackling the transcription of the many series of which there are incomplete published versions, I=m sure no one would stand in his or her way. The great advantage of the publication process was that it got over the difficulties of palaeography, if not necessarily those of language, and was much appreciated by researchers of all sorts. Indeed, although the cost of doing so had become prohibitive, and the demand seemed limited, I was still under some pressure in the early 1990s as Keeper of the Records of Scotland to continue that kind of activity.

Scanning it seems to me is the modern way of doing the same thing. Its advantages of speed and accessibility are obvious. It has, however, at least two drawbacks: it can only scan what it sees B that is the original text B and there is as yet no reliable means of indexing original documents automatically. This task has to be undertaken by teams of dedicated people as part of the scanning process B as the LDS Church has shown. In the case of material already printed, the problems of reading and indexing are perhaps less significant, but not those of choosing what to make available, and of course the wider the range of the material brought into an electronic system, the less actual research value it is likely to have, but the more expensive it will be to produce in the first place, to maintain, to make available and to preserve.

However I believe that these are problems which will resolve themselves as technology advances. I envisage, at some point in the future, that genealogists will be able to do the bulk of their work at home, that they will be able to order copies of documents electronically, and that their direct use of our archives and libraries will fall. In some ways I would regret this, but the objectives of making genealogical research easier, and lightening the genealogical load on the librarian and archivist, obviously tend in this direction. Perhaps we shall one day begin to miss all those family historians. We shall certainly be ignorant of what work is being done on material of which we hold the originals. Separating access to documents from the source of those documents removes a level, not so much of control, but of knowledge on the part of the repository of what research is in progress. Even now, researchers are not as careful as they should be B in their own interests as well as those of libraries and archives B to say what they are working on. When, in future, for example, someone can sit at his or her desk in New Zealand and carry out, very effectively, research which would once have involved a lengthy and expensive stay in Scotland, this situation will simply become worse. It is a brave and exciting new genealogical world, but not altogether without its hazards.

So we are making, and will continue to make the best use possible of the wonders of modern technology. I would like to come back to the one or two down sides that there are to the use of IT in historical research. While one can generally assume the accuracy of what appears on screen, the same is by no means true of its completeness. One may get the truth and nothing but the truth, but not necessarily the whole truth. While the SCAN wills project does indeed aim at being exhaustive, and in any case is involved with the processing of a well defined series of records, the same is far from true of networked catalogues. Can we be sure that the description of a family archive contains all the information necessary to allow us to assess the value of it B or otherwise B to our research? In any case the fact that there is a computer catalogue in an archive service does not mean that everything is in that catalogue or indeed that the original catalogues on which the computer access is based are of even quality. Even with modern attempts to create cataloguing standards, ISAD(G) for example, archival description remains highly subjective. What may take my fancy in a collection of papers, and what I would therefore wish to mention in a catalogue description, may not be what you would find interesting, and vice versa. But the temptation to assume that what appears on screen is complete is a very powerful one. It allows us to assume that we have done all that it is reasonable to do, and at the same time it can excuse us from the tiresome chore of checking as to whether some archive at the other end of the country has material that might perhaps be relevant. Laziness is in fact a great motivator.

There is however something worse. This comes in two forms. There is beginning to be a break down in the distinction between archives and information. Librarians I suspect have been dealing with this for ages B the phenomenon of expecting repositories of books or documents to be able to offer instant replies to questions on matters of fact, even on matters of easily ascertainable fact. It is almost as though people were beginning to lose any understanding of where information comes from, rather like children who say that milk comes from a carton or from the supermarket, and are unable to relate it to a cow. The archives of the European Commission for example suffer from this in a big way, and are repeatedly being asked for basic information about the constitution and history of the EU which is perfectly accessible on websites and in easily available reference books.

The second problem relates to the use of E-mail for research purposes. Again, because people are so accustomed to working on screen, they always assume that on the one hand others do the same, and on the other, that those others can work at their rhythm. There is a tendency to assume that if you send off an E-mail message you should get a response almost at once. But of course that is not necessarily so. The E-mail may demand just as much time for a proper reply as did a traditional letter, but because it is easier to send, more are sent. Archives are beginning to develop defence mechanisms against this, which mainly boil down to the very traditional refusal to do someone else=s research. It is one thing to say what an archive holds, to suggest that certain collections would possibly interest the researcher, and to describe the facilities available at the record office. It is another to say that a particular collection does not relate to a researcher=s area of work, or that there is reference to a particular person or event in a bulky series of papers. In addition because E-mails are so easy to send out, they may for example be sent out indiscriminately to all the major archive services of the country. Many of them will be irrelevant, but will still add to the workload of the duty archivist.

I do not associate genealogists in particular with this, but it is a trend which has developed over the last few years. It was certainly very apparent in the National Archives of Scotland before I left at the end of 2000, and genealogists are not altogether innocent.

These are caveats which need certainly to be born in mind, but I think it is fair to say that the old reservations which archivists tended to have about genealogists and local historians have almost disappeared. The quality of research is improving; the means of carrying out that research are better and are improving all the time. What is pleasing, as I have already pointed out, is that the motives which lie behind the demands for access by the genealogist and bodies with similar interests on the one hand, and those which lie behind the need for archivists to make their holdings more readily accessible, may be different, but they are equally powerful, and are pushing us all in the same direction. I have great expectations of genealogical research, and the fact that it has found this important slot at IFLA=s conference shows perhaps that I am not alone.

Finally may I add a plea? We are told B especially by those bodies which are responsible for funding us, and also occasionally by those archivists who do not consider family history to be >proper= research B that genealogists are doing no more than enjoying their leisure. It follows from this, does it not, that what they are doing is not serious, and that in any case they should pay for the privilege of doing it. I do not think it is for anyone to question a researcher=s motives. Just because I am studying people rather than things, does not make the difference between enjoying or not enjoying the work of research. I imagine that the academic researcher gets just as much pleasure from his or her work as does the genealogist. If not, he or she should be in a different job.

However, the fact that the research process is pleasurable does not, it seems to me, remove from the researcher the obligation to make the results of that research available to a wider public. I rather suspect that many family historians have piles of notes at the back of some drawer which have great potential interest, and which, if they can be used, would certainly save others from going through the same documents. We all know of examples in Scotland of our debt to researchers who looked at and then transcribed, or at least described, documents which are now lost. Without the work of the antiquaries of the late 16th and early 17th century B the Earl of Haddington, and Balfour of Denmilne, in this country, SirWilliam Dugdale, John Selden for example in England and many many others B our knowledge of earlier periods would be much diminished. We should not underestimate the value of what we do, and we should make sure that it is preserved. Just because we do it now, does not somehow devalue it by comparison with work which has gone before. Balfour and Haddington and those other early researchers were not always right, but their work has in many cases provided a foundation on which others have been able to build. Research is an isolated activity, but its foundations are the work of others, and its results should be available to others. What may seem to you a comparatively modest investigation may lead on to other things for other people.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**077-137-E**
Division Number:	**II**
Professional Group:	**Genealogy and Local History**
Joint Meeting with:	**-**
Meeting Number:	**137**
Simultaneous Interpretation:	**-**

Serving Genealogy and Local History researchers - experiences from the analogical past and a peek into the digital future

Margareta Bovin
SVAR
Ramsele, Sweden

The Analogical Period

The village of Ramsele with approximately 1000 inhabitants and situated 500 kilometers north of Stockholm has turned out to be a symbol for genealogical research in Sweden This is due to the establishment of SVAR which is an acronym for Swedish Archives Information which has been a unit of the Swedish National Archives since 1984.

SVAR's main tasks are to preserve important materials and to make them available to researchers, libraries, archives, educational institutions and independent media. This is accomplished by lending or making available for purchase film or microfiche copies. Digital forms of distribution are increasing. SVAR has been based in Ramsele since 1978.

During the years 1982-84 microfilming and indexing facilities were developed. The National Archives took responsibility for its organization. In 1985-86, efforts were made to offer a lending service. The Swedish National Council of Cultural Affairs reported in 1987 that SVAR could provide inter-library loans of microfiche to libraries. It would ease the burden on libraries not to have to provide this service.

Libraries were seen as important channels and according to the 1987 report an agreement was made between SVAR and community libraries in Sweden. Later, similar agreements were made with libraries and institutions outside of Sweden. As a result SVAR became central lending facility.

Statistics from last year show that we have 423 agreements with libraries, 52 with archives and genealogical societies such as the Genealogical Society of Utah and the Swenson Center.
The contents of these agreements include reduced loan service, increased microfiche orders, receipt of the SVAR newsletter twice a year and the availability of new archival material that is free from secrecy requirements.

Although, we are in the digital era, the use of microfiche materials has increased resulting in more archives being made available to the researcher. In Sweden the tendency has been for the researcher to visit the library because of the microfiche readers available as well bibliographies, local history collections and books on genealogy.

SVAR still has its headquarters in Ramsele, though filming and indexing facilities are now located elsewhere but still in Vasternorrland county. There are 130 people employed at the 5 workplaces of SVAR.

During the '60's and '70's parish records have been frequently consulted for public administrative purposes as well as for increasing genealogical research. The microfilming of public records which the Church of the Latter Day Saints (Mormons) began in 1948 comprised all parish records until 1860 and in some cases until 1895. During the '60's, copies of these parish records were sold to all 24 county libraries in Sweden. Several community libraries also purchase rolls of film that were related to their parishes. At that time public libraries in Sweden were small units of the county libraries. The county libraries still maintain certain functions such as inter-library loans, acquisition of printed materials, films and microfiche related to the area.

From 1977 onwards, the master films, which were donated to the National Archives, were transferred from 35 mm to 16 mm and subsequently to microfiche. The microfilming is still going on-about 6 million exposures a year. Every volume is registered in a database. The Register is available in catalogs available in archives and libraries in Sweden. The catalogs are in a loose-leaf format for easy updating. For the past several years the SVAR database has been incorporated in the National Archives database and is available on the Internet - www.nad.ra.se. A database system called Arkis 2 handles the archival stock, loans and invoicing. There are problems with this larger system. Our customers wait a longer time, more than a week, to get their microfiche orders. Temporarily we have focused on those who are taking genealogical courses by giving them priority. The course leaders fill special forms and we feel it is important this sector is served by getting their requests on time. We are handling around 900 incoming and outgoing packages each day.

For some years, SVAR has been lucky in having an active and enthusiastic librarian-Irma Ridback. Actually she authored the report I mentioned earlier that established the microfiche loan system. She took the first steps in our book distribution system by bringing the books published by the Swedish National Archives in Stockholm to Ramsele. Ten years ago she prepared our first book catalog and selling was begun on a modest basis. This bookstore was the beginning of our Internet bookshop emphasizing archival, genealogical and local history publications. www.svarbokhandel.ra.se. There are even antique books dating from 1877. In the coming year we will be making improvements and additions. These include getting more titles especially those published in English and specific PDF-files.

SVAR personnel are available to genealogical research. We take payment and the rate is the same as charged by the National Archives. One could also visit Ramsele and do your own research in the SVAR research center, which was built in 1994. Here are located parish records from all over Sweden, court records, reports from district medical officers and county governors, military rosters etc. You can choose from more than 3 million microfiche.

What about the digital future?

There is no doubt that church records are the most request archival records representing 95% of the microfiche loans. Now the time has come to start digitizing these heavily used records.
To tackle the problem, SVAR has some projects studying the digitizing of archival material. There was a preliminary study done in 1996-97 and major study in 1998-2000. The object of this latter study was to establish standards and rules for the quality and efficiency in the digitizing of archival material. In addition, we needed a suitable method of indexing. Still there are unsolved problems and as we are a unit in the National Archives, it is really important that we do things correctly from the beginning. The scanned material must be able to stand up to long-term preservation and be able to be converted to other formats. There are many pieces to this puzzle that have to fit. In any case, last year SVAR scanned around 5 million exposures. During the last several years we have concentrated on creating digital tools for archival studies in the humanities.

It is difficult to read the handwritten church records. Very often researchers ask for help in deciphering the text. There is very little literature in Sweden on how to address this problem.
SVAR has a responsibility to improve the accessibility to our written cultural heritage. The ability to read our historical documents if fundamental to this accessibility. To deal with this aim, SVAR has produced a digital instructional training program that can be used in the classroom as well as at home. Another tool for interpreting old texts is the ongoing project of developing a digital dictionary containing Latin expressions, abbreviations, measurement, monetary systems, etc.

There are plans for creating educational materials that can give explanations as to the origins of documents and rchives. To highlight aspects of the history of local and central administrations could be tools for contextual understanding. As an example, a digital application that would define and visualize administrative borders and their variations over time would prove very useful not only for educational purposes but as a demarcation tool that will help the researcher in defining his areas of investigation.

Among other activities we are building up a Digital Research Center on the web. It means that on a special web address you will be able to find different types of materials such as registers and scanned documents. Our purpose will be to collect materials of good quality within the National Archives as well as from other organizations and private individuals. During this year of construction you will be free to visit but most likely there will be a fee charged next year.

SVAR is a non-profit organization under the auspices of the National Archives of Sweden. The budget is provided as follows: 1/3 from the National Archives and 2/3 generated by commercial enterprises. It is a difficult job to balance the budget. We would like to have the vision of getting archival documents from the Internet cost-free but this would require some kind of cultural-political investment.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 076-137-E
Division Number: II
Professional Group: Genealogy and Local History
Joint Meeting with: -
Meeting Number: 137
Simultaneous Interpretation: -

A project for the Chinese culture: the compilation of the *General Catalogue of Chinese Genealogy*

Gu Yan
Shanghai Library
Shanghai, China

The Significance of Compiling the *General Catalogue of Chinese Genealogy*

Concept of the Chinese genealogy

Chinese genealogies are histories that record a patriarchal clan's pedigree and events. A classic Chinese genealogy is composed of a preface, table of contents, rules of compilation, family rules and instructions to be observed by clansmen, pictures of the ancestral temple, portraits and biographies of important clansmen, pedigree charts, pictures of tombs, treaties and contracts, a list of donors for producing the book, and a postscript. Genealogy is a significant supplementary source for academic research and tracing one's roots. It is also an indispensable component of Chinese history and culture.

Chinese genealogy catalogues

Five genealogy catalogues have been published to date:

- *Chinese Genealogies at the Genealogical Society of Utah*
- *Catalogue of Chinese Genealogies in Taiwan.*
- *Catalogue of Chinese Genealogies*
- *Comprehensive Catalogue of Chinese Genealogies*
- *Summary of Genealogies at the Shanghai Library*

The fact that none of the present catalogues is complete hampers the study of Chinese genealogy. In order to facilitate research in this field and in consideration of the needs or ordinary people, we decided to compile the *General Catalogue of Chinese Genealogy.*

Significance

Since the catalogue lists Chinese genealogies on a global scale, it's importance lies in reflecting the physical distribution of Chinese genealogies. Traditionally genealogies were not allowed to be shown to non-clansmen and very few copies were produced. Today they remain semi-closed to the public. Researchers are, therefore, unable to make full use of genealogies. By publishing the catalogue, we mean to make some improvements in this situation. The catalogue also contains a good many descriptive items that impart essential information about a genealogy and satisfy the different needs of users. We believe the catalogue will help both domestic and overseas Chinese to trace their roots, and further, intensify the Chinese peoples' sense of community. It will also facilitate research in the social and natural sciences.

Compilation of the *General Catalogue of the Chinese Genealogy*

Difficulties that must be overcome in compiling the catalogue

(i) Genealogies are huge in number. It is estimated that, if duplicates are not counted, there are about 50,000 titles of Chinese genealogies.

(ii) Genealogies are widely dispersed. Chinese genealogies are scattered at home and abroad. Not all genealogies are kept in public institutions. A large number of genealogies are in the hands of private owners; so the total quantity is hard to estimate, but it must at least amount to tens of thousands.

(iii) Cataloguers of genealogies must have professional skills. Genealogy has its own characteristics with which the various collectors may not be as familiar are trained librarians.

Execution of the project

(i) Inaugural meetings were convened. In June 2000, the project was approved by the Conference of Cooperation on Constructing and Sharing Global Chinese Documents and Resources held in Beijing. From November 27-28 in the same year, the first compilation meeting was held at the Shanghai Library, signaling the formal start of the project. The meeting arranged editors, defined individual responsibilities, drew up cataloguing rules, and set the project schedule. In February and March of 2001, editors, who were in charge of different regions, held editorial meetings separately and arranged specific tasks. These meetings established the project on solid ground.

(ii) Editorial board was established. The Shanghai Library acted as editor-in-chief; the Genealogical Society of Utah, Cybersia.com Singapore, the National Library of China, and the Taiwan Research Center for Sinology were deputy editors-in-chief; and editors were mainly provincial or regional libraries in China.

(iii) Project was publicized. By publicizing the project through the media, we enlightened the public about genealogy. As a result, many organizations and individuals became willing to donate genealogies or let us catalogue them. This was very helpful for surveying and calling for private genealogies. Meanwhile, we managed to gain support from leaders and establish coordination among organizations. The Ministry of Culture extended its warm support to the project.

(iv) Correct procedures were followed. For every region, we appointed one organization to be responsible for cataloguing local genealogies. The records were to be sent later to the Shanghai Library for proofreading. The project was estimated to last three years, including one year for cataloguing separately, one year for final proofreading, and one year for publication and adaptation to the Web. Such a compiling method was already proved successful before.

(v) Quality was ensured through training. Because the cataloguing of genealogies is a highly professional activity, editors trained cataloguers through lectures and practical sessions, arranged tutors, and gave person-to-person assistance. Editors and cataloguers were required to strictly follow the rules. No required descriptive items could be omitted. Whether the genealogy was kept publicly or privately, whether it was old or new, we strove to include it in the catalogue as long as we could get the information..

(vi) *Briefing on Cataloguing Chinese Genealogies* was issued. To date we have published five briefings, one for each phase of the project. In this way we have been able to communicate with organizations at all levels and to summarize our experience in a timely way.

Breakthroughs and innovative points in the *General Catalogue of Chinese Genealogy*

(i) The *General Catalogue* is the first special subject catalogue to comprehensively list Chinese genealogies around the world. Its scope includes genealogies of the various nationalities of China, recorded in Chinese characters, and printed before 2000, whether collected by Chinese (including Taiwan, Hong Kong, Macao) and international book collecting institutions or scattered among the common people. These genealogies involve Chinese overseas and clans that have multiplied and developed in the motherland. The *General Catalogue* has collected various types of genealogies named according to family, nationality, generation, branch, and clan, as well as general and universal genealogies, etc. They include all forms of publication such as printed copies, non-printed manuscripts,, reprinted copies, and microfilm copies.

(ii) Features fully unfolding the basic elements of the genealogy are highlighted. The descriptive items in the *General Catalogue* entries include title, statement of responsibility, edition, physical description, notes on key ancestors and famous persons, binding, collector, and other comments.

(iii) Data retrieval on the Internet to be facilitated. Apart from being published in written form, the *General Catalogue* will also be made available on the Internet, thus providing more convenient searching for Chinese around the world.

Status of the *General Catalogue* Project and Its Future

Since March 2001 the work of compilation has spread methodically, and now the work of assembling the catalogue is just beginning.

Progress of compilation

From February last year the compilation of bibliographic records was started successively nationwide and in various overseas localities, winning simultaneously the attention and response of local departments at different levels. Through the end of last year, more than ten editorial committees had finished their assigned tasks. Some have submitted collected data in the form of batches, others will complete their work in the first half of this year. The speed of compilation has gone smoothly according to plan.

Quantity of submitted records

Based on statistics compiled by the different editing committees (some still have to report), the number of records has already reached around 60,000 titles (including duplicates); this total, however, does not include over 20,000 privately owned titles, so the actual number will increase in the wake of the delivery of remaining records.

Quality of submitted records

Since the beginning of 2002, the Shanghai Library has already assembled some bibliographic records. Generally speaking, the majority of the records basically meet the editing requirements of the catalogue, but there are still some problems with the identification of the native place of a genealogy, edition, ancestral hall name, notes, and ancestors. These problems are unavoidable due to the complexities of compilation work and uneven mastery of the required items by compilers; we have asked the party concerned to perfect and improve the items which have problems or fail to meet the requirements.

As a whole, compiling the *General Catalogue of Chinese Genealogy* is a heavy task, and we have a long, long way to go, but we firmly believe that we will achieve this difficult work with the enthusiastic support of the Chinese people worldwide.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**149-138-E**
Meeting Number:	138
Simultaneous Interpretation:	Yes

Indigenous Knowledge and the Cultural Interface: Underlying issues at the intersection of knowledge and information systems

Professor M. Nakata
Director of the Aboriginal Research Institute
University of South Australia
Adelaide, Australia

Introduction

I am aware as I begin this plenary paper that members of the library profession that are drawn to a presentation slotted under the theme, *Indigenous Knowledge,* are most likely interested in the systems and issues for managing information in that area.

And as soon as I presume that, the breadth of the issues spring to mind – the classification of information about Indigenous peoples[1], collection, storage, retrieval, access, copyright, intellectual property, the sensitivities of culturally different clients and communities, the politics, funding, distance issues, networking issues, the concerns about historical texts – and the list can go on (e.g. Edwards, 2000). This paper is not a discussion of these issues although I hope, from what I say today, you can draw some broad implications.
Libraries and the information profession, particularly those in academic or other scholarly institutions, occupy an interesting position in relation to Indigenous Knowledge[2] and information. As depositories, collectors, organisers, distributors and mediators of information, librarians play an enabling role to those who produce or who want to use Indigenous Knowledge and sources of information (Francoeur, 2001). But being on the peripheries of knowledge production often means that the underlying issues, debates and contestations surrounding Indigenous Knowledge production most often would not be evident. It is to these issues that most of this paper is directed.

What I want to do today is discuss emerging concepts in recent trends across the globe to document and describe Indigenous Knowledge and how they are being integrated generally as well as in formal education processes. I then want to introduce the Cultural Interface as an alternate way of thinking about Indigenous and Western domains and before discussing the changing perspectives and the many opportunities that information technologies will provide for new agendas. I hope that by discussing Indigenous Knowledge and the underlying issues in these ways you will gain a better understanding of recent as well as future trends in this field of study.

---

[1] The use of the term, Indigenous peoples, in the plural, is used throughout this paper to refer to the fact that not all Indigenous people are the same, although we share a common experience with colonialism.

[2] In this paper, the use of Indigenous Knowledge with 'K' in the upper case is to identify with an epistemological understanding of knowledge systems. Indigenous knowledge with 'k' in the lower case is to identify fragmented articles of a knowledge system - items of knowledge that is described and documented without any view to an epistemological context.

Concepts of Indigenous knowledge

The whole area of Indigenous knowledge is a contentious one. From what constitutes 'indigenous' to whose interests are being served by the documentation of such knowledge there lies a string of contradictions, of sectorial interests, of local and global politics, of ignorance, and of hope for the future.
One might suppose that Indigenous knowledge refers to Indigenous peoples' knowledge but this would not reflect current usage of the term. Indigenous peoples' knowledge could be considered a subset of what is more broadly referred to as 'Indigenous Knowledge'. But even then it is an overlap rather than all encompassed.
In colonial times, and residually in so-called postcolonial times, the knowledge of Indigenous peoples occupied the realm of the 'primitive', an obstacle to progress along the path to modern civilisation and was largely ignored or suppressed; and in many places, because of dislocation from our land and way of life, much of it was lost.
Until the 1980s Indigenous knowledge surfaced in very few academic disciplines, for example, "anthropology, development sociology and geography" (Warren, von Liebenstein and Slikkerveer, 1993, p. 1). Understanding of Indigenous peoples in the human sciences was largely within cultural frameworks, formerly as primitive and inferior cultures and in more contemporary times celebrated as part of the diversity of cultures in the world – no longer inferior just different.

Indigenous Knowledge now surfaces in academic and scientific circles,

> …in the fields of ecology, soil science, veterinary medicine, forestry, human health, aquatic resource management, botany, zoology, agronomy, agricultural economics, rural sociology, mathematics, management science, agricultural education and extension, fisheries, range management, information science, wildlife management, and water resource management. (Warren, von Liebenstein & Slikkerveer, 1993, p. 1)

Whilst Indigenous peoples might welcome the elevation of status that comes with increased recognition of their Knowledge systems after centuries of dismissal and disintegration, nothing comes without a cost (Eyzaguirre, 2001). Like colonisation, the Indigenous Knowledge enterprise seems to have everything and nothing to do with us.

This interest is overwhelmingly driven by research into sustainable development practices in developing countries (supported mainly by UN programs and NGO's) and the scientific community's concern about loss of biodiversity of species and ecosystems and the future implications of that for the whole planet (Myer, 1998). The disciplines noted above reflect these two areas of humanitarian and scientific concern. In the human sciences the elevation of Indigenous knowledge has been driven more by the academic interrogation of dominant discourses and the recognition and valuing of social and cultural diversity (Agrawal, 1995b).

Within the humanitarian and scientific areas, a number of other interested parties emerge (see special issue of the Indigenous Knowledge and Development Monitor, 1993). These include scientists who recognise that Indigenous knowledge needs to be recorded or validated if any of it is to be incorporated into the scientific corpus and utilised. Also interested are the agencies operating in developing countries who realise the importance of 'local' knowledge in solving problems at the local level. These two lead to the interest of researchers and those professionals involved in documentation and communication systems. Conservationists have developed a special interest in the environment and species degradation and the disappearing knowledge base of societies under pressure from development and industrialisation. There is increasing overlap between conservation and scientific interests as bio prospecting and gene-harvesting assumes greater priority. In response to much of this interest, political advocates interested in the tensions between North and South have emerged (e.g. Saw, 1992). This advocacy is carried out by various people and means, including activism from Indigenous peoples themselves and different bodies and mechanisms within the United Nations. Overarching all these interests is the capitalist interest. To capitalist interests Indigenous Knowledge is merely another resource for potential profit.

Out of these sectorial interests, we see the conceptualisation of Indigenous Knowledge becoming detached from holistic notions of 'culture' in the human sciences, and to be more reflective of the humanitarian, practical, environmental and scientific interests that are promoting its use and documentation in developing countries. It has become an umbrella term, not limited to Indigenous peoples but inclusive of those in the developing countries who struggle to survive and who still rely on traditional forms of knowledge whether they be Indigenous within developed and developing nation-states, formerly colonised, or distant or recent migrant groups in developing countries. One estimation of this group of people is some 80% of the world's population who rely on Indigenous Knowledge for either medicine or food (Rural Advancement Foundation International (RAFI) cited in the United Nations Development Programme's (UNDP) Civil Society Organisations and Participation Programme (CSOPP), 1995). At the same time, Indigenous Knowledge has become more fragmented and specialised as scientists and humanitarians pick at the bits and pieces that fit with their interests and disciplines.

Excepting the role of political advocates but not their presence, all these interests illustrate how totally a Western interest this interest in Indigenous knowledge is. The documentation of such knowledge by scientists, the storage of information in databases in academic institutions, whether they be gene banks or electronic networks, all looks remarkably similar to former colonial enterprises which co-opted land, resources, and labour in the interest of their own prosperity through trade and value-adding. According to documentations at the United Nations Development Programme:

> Indigenous knowledge fuels multi-billion dollar genetics supply industries, ranging from food and pharmaceuticals in developed countries to chemical product, energy and other manufactures. (United Nations Development Program's (UNDP) Civil Society Organisations and Participation Programme (CSOPP), 1995, p. 9)

Yet developing countries and Non-Government Organisations (NGOs) struggle to find ways to ensure the disadvantaged of the world have access to sustainable supplies of clean water and basic food staples, and international bodies struggle to enact and implement mechanisms for ensuring Indigenous peoples' knowledge is protected and recompensed (e.g. UN Development Programme, UN Food & Agriculture Organisation, UN Convention on Biological Diversity, etc.).

One thing is certain, in all of this. Indigenous knowledge is increasingly discussed by all as a commodity, something of value, something that can be value-added, something that can be exchanged, traded, appropriated, preserved, something that can be excavated and mined. Or, as Douglas Nakashima and Paul de Guchteneire (1992) put it, "another information set from which data can be extracted to plug into scientific frameworks" (p. 2).

The brief discussion so far has illustrated that Indigenous knowledge is different things in different places to different people. There is contention about some of its characteristics. However, a quick and crude distillation of some of its elements from various sources gives a reasonable picture of how it is conceptualised broadly. As a system of knowledge it is understood in terms of its distance from 'scientific knowledge'. What is many, many systems is currently and variously recognised from Western perspectives, as 'local knowledge' – knowledge that is 'unique to a given culture or society' (Warren, 1991, 1993), and as being 'oral, rural, holistic, powerless, and culturally-embedded' (Indigenous Knowledge & Development Monitor, 1993; von Liebenstein, 2000). It is the result of 'dynamic innovation' although informal and unsystematised (United Nations Development Program's

(UNDP) Civil Society Organisations and Participation Programme (CSOPP), 1995); and is 'continually influenced by internal creativity and experimentation as well as by contact with external systems' (Flavier, J., de Jesus, A. & Navarro, C. 1995). An African perspective reminds us that, "an understanding is required of Indigenous knowledge and its role in community life from an integrated perspective that includes both spiritual and material aspects of a society as well as the complex relations between them" (Morolo, 2002, p. 1). A number of terms also are used interchangeably: local knowledge, traditional knowledge (TK), Indigenous knowledge (IK), traditional environmental or ecological knowledge (TEK), or Indigenous technical knowledge (ITK). An important aspect of Indigenous Knowledge that is overlooked in some definitions is that Indigenous peoples hold collective rights and interests in their knowledge (Casey, 2001; Davis, 1997, 1998). This, along with its oral nature, the diversity of Indigenous Knowledge systems, and the fact that management of this Knowledge involves rules regarding secrecy and sacredness (Davis, 1997, 1998; Janke, 1997, 1998) means that the issues surrounding ownership and therefore protection (see Hunter, 2002) are quite different from those inscribed in Western institutions. Western concepts of intellectual property have for some time been recognised as inadequate (Casey, 2001; Janke, 1997, 1998). This is a most complex area for many reasons (see also work by Ellen & Harris, 1996; Ellen, Parkes & Bicker, 2000). Much work is being done in the UN (e.g. United Nations Conference on Trade and Development (UNCTAD), 2002) and by Indigenous groups (e.g. Aboriginal and Torres Strait Islander Commission's sponsorship of delegates to UN forums to lobby on Indigenous Australian interests, Australian Institute of Aboriginal and Torres Strait Islander Studies' ethical guidelines for researchers, etc) to develop adequate principles and a different system for Indigenous intellectual and cultural property protection.

Accepting these conceptions of Indigenous knowledge immediately points to some of the contradictions in current activity – scientific, developmental and in information management. One contradiction more relevant to information professionals is that the strategy of archiving and disseminating Indigenous knowledge runs contradictory to the very conceptual basis of what is seen to be 'indigenous' in Indigenous knowledge (Agrawal, 1995a, 1995b). Strategies of conservation involve the collection, documentation, storage and dissemination of Indigenous knowledge (Koenig, 2001). When it employs methods and instruments of Western science, which involve fragmentation across categories of information, isolation and *ex situ* storage in regional, national and international archives and networks then it begins to lay itself open to the same criticisms as 'Western science', which has largely failed in development contexts. It becomes not embedded in local meanings and contexts but separated from its original context – an entity to be studied, worked on, developed, integrated, transferred, and ultimately changed to fit another.

Pablo B Eyzaguirre, a senior Scientist at the International Plant Genetic Resources Institute in Rome, expresses similar concerns:

> [t]aking 'validated' nuggets of Indigenous knowledge out of its cultural context may satisfy an outside researcher's need, or even solve a technical problem in development, but it may undermine the knowledge system itself. (2001, p. 1)

Of course these are the very reasons for which Indigenous knowledge is of interest. I am not going to argue the extreme position that Indigenous knowledge should be left alone and forever isolated. And I am not going to argue that it should not be documented. Recovery and preservation of lost and endangered knowledge is extremely important for Indigenous communities. I venture to say, however, that knowledge recovery led by Indigenous communities would not look the same as that led by scientists, developmental technologists, and conservationists (even when participatory). For without a doubt, the collection and documentation of Indigenous knowledge by the development and scientific communities is a very partial enterprise, selecting and privileging some Indigenous knowledge whilst discarding and excluding others. Of course, if what Indigenous communities choose to document is of no apparent value to others, then the cost of documentation may be an obstacle.

Integrating Indigenous knowledge

These concerns aside for the moment, there is in the development literature an acceptance of the value of integrating two systems of Knowledge – traditional and scientific – in order to produce new knowledge and practices that provide solutions for sustainable development and developing countries and communities. Some authors (e.g. von Liebenstein, 2000), aware of the dominance and perceived superiority of scientific knowledge, take care to stress the complementarity of the two Knowledge systems. In much of the literature, there is an emphasis on incorporation of Indigenous knowledge into strategies for application (e.g. United Nations Development Program's (UNDP) Civil Society Organisations and Participation Programme (CSOPP), 1995), or for scientific validation (The World Bank, n. d.), or further research (Morolo, 2002), or for developing foundations for sustainable development (von Liebenstein, 2000). Some have been prepared to argue for the need for models of community information management when integrating knowledge information systems (von Liebenstein, 2000).

This literature on the integration of knowledge systems, however, rarely interrogates in any critical way the distinctions drawn between Indigenous knowledge and scientific systems of knowledge. This is to be expected, developmentalists are primarily concerned with what works in practice, and the discussion of binary systems of thought is the realm of the theoretical. But I would argue, and have argued in other places (Luke, Nakata, Garbutcheon Singh & Smith, 1993; Nakata, 1997b), that addressing the theoretical underpinnings of practice is critical to any substantive understanding of Knowledge systems. Agrawal (1995b) makes the point that in the elevation of and talk about Indigenous knowledge, people "commit them[selves] to a dichotomy between Indigenous and Western knowledge" (p. 2) when theoretically the attempt to separate them cannot be sustained. He argues that because there are similarities across the categories and substantial differences within each of them that a simple separation on the basis of characteristics as announced in the literature on Indigenous knowledge fails in substance. Secondly, he suggests that the duality between them assumes fixity of both Knowledge systems in time and space that is inherently false. After many years of research in this area, I would proffer that the conceptualisation of Indigenous Knowledge currently promotes the idea of more fixity for that system than for Western Knowledge, which is seen to move ever onward in time and space. Whatever, Agrawal argues and I would agree, that the development of Knowledge systems everywhere "suggests contact, diversity, exchange, communication, learning and transformation among different systems of knowledge and beliefs" (p. 3). Thirdly, he interrogates the suggestion that Indigenous knowledge is socially and culturally embedded but Western scientific knowledge is not. He cites contemporary philosophers of science who reveal the 'social moorings' of science, who foreground a view of science as culture and practice, and who see science as 'relative to culture', or 'relative to interests', to illustrate just how much Western knowledge is as "anchored in specific milieu as any other systems of knowledge" (p. 3). Arguing the epistemic limitations of the duality, he argues that "to successfully build new epistemic foundations, accounts of innovation and experimentation must bridge the Indigenous/Western divide" (p. 3) rather than be founded on the simple separation of the two systems as expressed in the literature[3].

The key issue to note here is that the global push to describe and document Indigenous knowledge is gaining momentum without any commensurate interest in the epistemological study of Indigenous Knowledge systems. In my own research work, I have raised similar criticisms about early anthropological documentation of Torres Strait Islanders in Australia (Nakata, 1997a, 1997b, 1997c, 1998). The University of Cambridge expedition to the Torres Strait islands just over a century ago gathered extensive field data, which was then used to describe Islanders in terms of their distance from 'civilised' human beings (Haddon, 1901, 1904, 1907, 1908, 1912, 1935). The research team tested and described many of our physical, mental and social characteristics on a comparative basis with people in Western communities, including attributes of people from Aberdeenshire, here in Scotland. A full reading of their scientific method and particularly their interpretation of data and conclusions drawn, is an excellent example of just how culturally-embedded their thinking and practices were, and how much they were, to use an expression that Foucault (1970) coined, merely 'in the vicinity of science'. This does not lead me to wish these texts had never been produced or that they should not stand on library shelves today. Quite the opposite, I would like to see them as basic reading for Torres Strait students. What better way to develop critical reading skills, to gain some understanding of systems of thought and knowledge production and to anchor down a Torres Strait or Indigenous standpoint in students' analysis of systems of thought and knowledge. My interest in them as texts for critical study is not to contest 'what is the truth about Islanders' but to rediscover the methods of knowledge production and how particular knowledges achieve legitimacy and authority at the expense of other knowledge.

---

[3] Agrawal received heavy criticism for his article highlighting limitations to the ways Indigenous knowledge was being pursued, and not surprisingly from those at the forefront of the recent push to describe and document Indigenous knowledge. See response by Agrawal (1996).

Indigenous knowledge and formal education

In the past decade or so, Indigenous Knowledge has also gained increasing attention in formal education systems across the globe, especially in developed countries with agendas for social inclusion (e.g. Kaewdang, 2000). In the movement towards making curricula more inclusive, there has been a push to integrate Indigenous perspectives across the curriculum. This has encouraged extraction of elements of Indigenous ways of understanding the world – mathematical knowledge, astronomy, stories, mythology, art, environmental knowledge, religion etc to fit with the curriculum areas. This movement is also encouraged in some Australian universities, in intent at least, if not in implementation.

Even though we don't find many references to Indigenous Knowledge until quite recently, for the last three decades the field of Indigenous education refers instead to cultural appropriateness, cultural content, cultural learning styles, culturally responsive pedagogy, Indigenous perspectives - issues but not knowledge. This reflects the influence of anthropology in the human sciences as a way of understanding Indigenous peoples and communities.

References to culture are references to a whole system of knowing, being and acting. The emphasis is given to ways of knowing rather than any discrete body of knowledge. Indigenous learners are understood in formal educational terms as having to reconcile two separate ways of understanding the world. These are simply expressed in terms of the distance between home and community (cultural/traditional) and broader society and institutions (dominant/Western). There are strengths and weaknesses in this approach but they cannot be debated here in a way that can do the arguments justice[4]. Suffice to say that the very separation of the domains – cultural and Western – or traditional and formal - lead to simplifications that obscure the very complexities of cultural practices in both domains.

My argument has been that theoretically there are real problems with beginning from principles based in a duality between culture and mainstream (Luke et al, 1993). Not only do they obscure the complexities at this intersection but they confine Indigenous peoples to the position of 'Other' by reifying the very categories that have marginalised us historically and that still seek to remake and relegate us within the frameworks of Western epistemes. These are conceptual frameworks that seek to capture a form of culture that fits with Western ways of understanding 'difference'. A cultural framework largely interpreted by Western people in the education system and filtered back to Indigenous students who learn or are allowed to express the acceptable little bits and pieces of their culture that are integrated into educational practice. In some places, there is still ambivalence to rigorous teaching of the knowledge and skills needed for comparative success in the mainstream because the very meritocratic nature of the system and the very knowledge it imparts is seen to undermine cultural forms and ways and is sometimes deemed irrelevant. Thus we see many students falling between the cracks – achieving neither mainstream success nor maintenance of their own cultural traditions.

---

[4] For further readings see also: Nicholls, Crowley & Watt, n. d.; Nakata, 2001.

Inclusion of Indigenous Knowledge in educational curriculum promotes the visibility of Indigenous Knowledge, and helps to raise self-esteem and interest in schooling. The inclusion of Indigenous topics of study are even more useful if they emerge from individual students' interest and provide a stimulus for them to develop and gain credit for academic competencies they need for success in the global marketplace or for understanding their own context more fully. However, such inclusions in too many cases do little to orient students to the context of Western knowledges, which via the disciplines are also de-contextualised and removed from life.

The Cultural Interface

Over the years, I have pursued an interest in the theoretical underpinnings of practice (Nakata, 1997b). I have called the intersection of the Western and Indigenous domains, the *Cultural Interface*, and theoretically I have been inclined to begin there and have argued for embedding the underlying principles of reform in this space. This is because I see the Cultural Interface as the place where we live and learn, the place that conditions our lives, the place that shapes our futures and more to the point the place where we are active agents in our own lives – where we make decisions – our lifeworld. For Indigenous peoples our context, remote or urban, is already circumscribed by the discursive space of the Cultural Interface. We don't go to work or school, enter another domain, interact and leave it there when we come home again. The boundaries are simply not that clear. The fact that we go to work means we live at the interface of both, and home life is in part circumscribed by the fact that we do. Social and family organisation has to and does to varying degrees orient itself to that reality. This does not mean we passively accept the constraints of this space – to the contrary – rejection, resistance, subversiveness, pragmatism, ambivalence, accommodation, participation, co-operation - the gamut of human response is evident in Indigenous histories since European contact. It is a place of tension that requires constant negotiation.

At the interface, traditional forms and ways of knowing, or the residue of those, that we bring from the pre-contact historical trajectory inform how we think and act and so do Western ways, and for many of us a blend of both has become our lifeworld. It is the most complex of intersections and the source of confusion for many. For in this space there are so many interwoven, competing and conflicting discourses, that distinguishing traditional from non-traditional in the day to day is difficult to sustain even if one was in a state of permanent reflection. Nevertheless, Indigenous peoples do traverse these intersecting discourses on a daily basis, responding, interacting, taking positions, making decisions and in the process re-making cultures – ways of knowing, being and acting. In Indigenous individuals, communities and the broader collective, differences in responses and in the priority given to different systems of Knowledge and thinking illustrate the dynamism and diversity within the collective (Nakata, 2001). This dynamism and diversity reflects the original heterogeneity of traditional contexts, the varied experience and impact of colonisation, the diversity of contexts in which Indigenous Australians now live and the creativity of the mind in devising ways to bridge systems of Knowledge and understanding and respond to changing circumstances.

Embedding fundamental principles for reform in this understanding of the Cultural Interface allows for other possibilities. It accepts that the intersections of different knowledges and discourses produce tensions and condition what is possible but do not directly produce certainty of outcomes. How Indigenous peoples respond varies tremendously. In this they are not dictated to – they make daily choices about what to accept, buy into, resist, refute etc. And those choices often reflect previous intersections back through lives and generations as well as contemporary understandings of what lies ahead or what must be dealt with in the present.
Viewing the Cultural Interface as the beginning point accepts that inevitably Knowledge systems as they operate in people's daily lives will interact, develop, change, and transform. It accepts that all Knowledge systems are culturally-embedded, dynamic, respond to changing circumstances and constantly evolve. It is not strictly about the replacement of one with the other, nor the undermining of one by the other. It is about maintaining the continuity of one when having to harness another and working the interaction in ways that serve Indigenous interests, in ways that can uphold distinctiveness and special status as First Peoples. Indigenous interests will

include the recovery and maintenance of knowledge but not without understanding, for example, what happens to that knowledge if documented and stored according to disciplines and technologies that have evolved in another Knowledge system.

This notion of the Cultural Interface as a place of constant tension and negotiation of different interests and systems of Knowledge means that both must be reflected on and interrogated. It is not simply about opposing the knowledges and discourses that compete and conflict with traditional ones. It is also about seeing what conditions the convergence of all these and of examining and interrogating all knowledge and practices associated with issues so that we take a responsible but self-interested course in relation to our future practice. This may involve change but change in our own long-term interests, rather than that imposed by bigger interests that may seek to coerce us unfairly. Change that incorporates into our own knowledge all the ongoing developments brought about by the convergence of other systems of understanding, so that our own corpus of knowledge, derived within our own historical trajectory and sets of interests, keeps expanding and responding to that which impacts on daily life and practice.

This way of thinking about Knowledge intersections at the Cultural Interface also reinstates the notion of Indigenous peoples having their own history. It seems perhaps absurd to suggest that this history needs reinstatement but one of the effects of colonisation and the supremacy of Western scientific ways of understanding Indigenous peoples was to incorporate Indigenous peoples into Western notions and theories of history – what I call the out of Africa syndrome or the descendants of Ham trail. Dirks, Eley and Ortner (1994) and Agrawal (1995b) make the point that anthropologists in much documentation of Indigenous peoples and communities made cultural systems appear timeless by excluding historical investigation from their studies. Indigenous cultures it would seem were timeless, and in 'pristine states' until European contact (see Nakata, 1997b). Foucault (1970, 1972) reminds us that constructing knowledge of the 'new' or 'unknown' world within a schema privileging Western historical frameworks achieves two things. Firstly, knowledge of 'Others' remains coherent and continuous with Western systems of thought and brings these understandings into a realm of the commonsense. Secondly, and particularly in our case, it forms knowledge of 'Others' that are quite discontinuous with Indigenous historical contexts. But continuity of culture (knowledge and practice) and identity rests on being able to make and keep coherent pathways through the passage of time, through disruptive chaos of events like colonial contact and periods of rapid change so that the historical knowledge that has contributed to current Knowledge systems can carry through. The denial of this to Indigenous peoples, or the reduction of it to cultural tradition, ensures the ongoing project of 'rescuing' Indigenous peoples from the catastrophe of colonial contact.

Changing perspectives

What skills do Indigenous peoples then need to make the choices that serve interests that allow for continuity with traditional ways of thinking and experience (Thaman, 2000), but not cut themselves off from recognising the day-to-day reality of being circumscribed by other systems of Knowledge (Kaewdang, 2000) - and not make the divide too difficult to bridge without elevating one at the expense of the other?

Over the years, along with others (e.g. Cazden, Cope, Fairclough, Gee, Kalantzis, Kress, Luke, Luke, Michael, Nakata, 1996), my argument has been that Indigenous peoples need meta-knowledge – knowledge about knowledge as the basis for their interactions with the multitudes of intersecting, often conflicting or competing discourses emerging from different systems of Knowledge. Some sort of schema that enables a better view of what impacts on and gives shape to daily decisions. Something that draws attention to the limits of any system of thought or knowledge, its ability to make claims to truth that are inherently socially situated and self-interested. And something that allows for the maintenance of Indigenous systems of Knowledge, that allows them to be carried through and continue developing rather than be arrested and hi-jacked into another system.

It might seem a rather difficult task – perhaps too theoretical for practitioners in schools and communities to incorporate. But in a practical way I think it is about making explicit what is often sensed, sometimes obvious but never clearly articulated. If you can reflect for a moment on what education in your lives means, I think you would have to acknowledge that economic imperatives play an enormous part because survival in these times is mainly dependent on finding work that will pay for the day-to-day expenses. However, I think that you would have to acknowledge too that education provides you with the basis for understanding the social organisation of life and the means to make informed value judgments about what to filter in and out of your lives so that important social values are carried through. To understand what is increasingly accepted as diversity in accounts of explanation of social realities, we are currently seeing much more interdisciplinary research and investigation within the Western Knowledge system. The disciplines as a way of segmenting knowledge help us to understand the different aspects of our reality are increasingly under challenge. There have been historically and still are interesting intersections between Eastern and Western Knowledge systems that highlight the diversity of thinking about our realities (Ellen & Harris, 1996). So might we see some emergence of cross-cultural knowledge production between Indigenous Knowledge and other systems that properly sources Indigenous Knowledge systems?

It is a theoretical proposition that lends itself to much more research, especially in how it translates into curriculum, pedagogy and practice, and its potential in Indigenous management of Indigenous communities and affairs and their intersection with other Knowledge regimes. Just as inclusion of Indigenous knowledge into mainstream curriculum is argued to raise self-esteem and relevancy of curriculum content to the lives of Indigenous students, so can this theorisation be argued to raise Indigenous consciousness of systems of thought in their lives that delimit possibilities within a Western order of things.

Opportunities with emerging information technologies

The Web is an emergent global space that has enormous potential and implications for Indigenous peoples, for it has emerged at an historical moment when Indigenous peoples globally are enabled by social justice agendas to participate relatively freely. Indigenous Australians have embraced the Online environment (Nathan, 2000). This interest follows on from previous and ongoing participation in media and communication technologies through local Indigenous radio and television as well as phone and videoconferencing (Tafler, 2000). Like these technologies, the Online environment does much to overcome distance. It allows greater and faster access to information, connects Indigenous peoples from the local to the global, and allows for dissemination of Indigenous perspectives and representations produced by Indigenous peoples themselves (Nathan, 2000). David Nathan (2000) suggests the historical Indigenous alienation from the written word – perceived as a one-way communication system quite discontinuous with Indigenous forms of communication - is not sustained in the interactive networked environment. The Online environment has reconstituted the balance between visual, oral, and textual modes of presenting information in a way that supports cultural perspectives. Further, the Web supports publishing in ways that disrupt established 'elite' forms of publication and which 'authorise' previous excluded groups from publishing. This provides a platform for Indigenous publishing, which can disrupt the authority of Western representations in media and text. Lastly the Web and its use of hypertext

> …[helps] destroy the myth that meaning is really contained *in* text, by highlighting the interdependence of documents and showing that meaning arises from the relationships between texts and from our interactions with them. (Nathan, 2000, p. 41)

This fits well with my conceptualisation of the Cultural Interface and the need for knowledge on the intersecting nature of discourses and systems of thought.

Indigenous peoples globally have been very active in the Web environment, considering the issues of inequitable access (e.g. Chisenga, 1999; Luyin, 1999; Mamtora, 2001; Oladele, 2001; Rodriguez, 2001; Shibanda, 2001). The proliferation of Indigenous-controlled websites with information presented by Indigenous peoples has not only connected them to each other in the shared struggle for rights but has allowed the presentation and representations of the issues that concern them. A much different view of Indigenous peoples can be found on the Web from that standing on many of your library shelves or in the mainstream media.

While there is much optimism, the Web clearly has both positive and negative possibilities (McConaghy, 2000). Its presence places pressures on traditional forms of communication and the cultural practices and meanings associated with that (Tafler, 2000). As well, for remote communities in particular, it requires a renegotiation of relationships with the Western world, which have implications for identity and self-determination issues (Tafler, 2000). Whilst it provides space for Indigenous peoples to announce their presence in the global, that global is often perceived in terms of an assimilatory, universalising, monoculture which services capitalist interests – the "global corporate hegemony" (McConaghy, 2000, p. 53).

There are very real concerns that need attention here. Cathryn McConaghy (2000) identifies the Web as reflecting "the tensions between the reproduction of colonial structures and their disruption" (p. 53). She argues an urgent need for an analytical framework for critical and reflective studies of the conditions under which the Web promotes Indigenous interests rather than upholding colonial or hegemonic interests.
There has also been a move to promote Online learning for Indigenous Australians (see Aboriginal Research Institute, in progress)[5]. This not only overcomes some distance issues but research has shown that multimedia is an effective media for Indigenous learners for many of the reasons described today (e.g. Henderson, 1993a, 1993b; Henderson, Patching & Putt, 1996; Henderson & Putt, 1993). It reduces the dependence on text alone for meaning-making, it allows for the explicit highlighting of particular aspects of grammar or text construction that people with different language backgrounds have difficulty with (see Chan, Lin & Zeng, 1999). Hypertext links allow the inclusion of further explanation, background and supplementary material to assist with contextualising Western Knowledge and allows it to be accessible in a moment and in a way that suits individual learning needs, that is, it allows control over pace and increased self-direction in learning, as students make their own pathways through fields of information. The vast array of options allows course designers to cater for diversity and difference on a group and individual basis. It also allows for less-threatening forms of asynchronous communication (see Henderson, 1993a; Henderson & Putt, 1993).

Because the move to place courses Online is recent (see e.g. Harasim, 1989, 1990), Indigenous peoples see the opportunity to be involved from the beginning, to exert influence on the development process and shape it for their own purposes (Aboriginal Research Institute, in progress). This process is much more about pedagogy than about simple inclusions of Indigenous content and access to resources. Currently I am part of a working group of Indigenous academics across six universities to build an Online degree in Australian Indigenous Studies. I am keen to apply a theory of the Cultural Interface, so that the 'situatedness' of Knowledge systems is highlighted. This is not just to help untangle the discursive space that is the Cultural Interface.

One major strategy is to encourage the development of alternate theoretical platforms, Indigenous standpoints, in the intellectual engagement with knowledge and discourses from both Western and Indigenous domains, to produce useful knowledge to become part of a continuing Indigenous Knowledge tradition. For non-Indigenous students, who access these courses, the interrogation of their own systems of thought may help develop a better appreciation of the position of Indigenous peoples in changing times.

The necessity to undertake more research into the intersection between the Online environment that makes use of the Web, Indigenous contexts and academic contexts is made all the more urgent by all the issues discussed in this paper and the nature of the Web. The Web is an unbounded and chaotic discursive space. It contains endless possibilities. Indigenous peoples must be involved at a deeper level than merely providing Indigenous 'content' or 'voice' if we are to use it for our own interests. The legacies of colonial activity, the failure of liberal reform measures since the 1970s to achieve comparative success and cultural restoration, the relentlessness of popular, corporate and global cultures need to be mediated effectively in this environment by Indigenous peoples.

---

[5] For more information on online learning priorities in Australia's education system, see Education Network Australia (EDNA) for the schooling sector, Australian National Training Authority (ANTA) for the vocational education training sector and the Australian Vice-Chancellor's Committee (AVCC) for the higher education sector.

Concluding Remarks

So these are the *underlying issues at the intersection of knowledge and information systems*. When we begin to talk about Indigenous Knowledge as it connects with the academic domain, you can by now appreciate just how complex the issues are. In the beginning, this paper may have seemed to be largely about the issues to do with the current documentation and management of Indigenous knowledge and information as discrete entities that stand in contrast to Western scientific knowledge. The issues associated with this task become more complex when we consider the underlying theoretical basis for the conceptualisation of Indigenous Knowledge and the risk to the integrity of Indigenous Knowledge systems associated with their documentation. It becomes even more complex when we consider the implications of different approaches used in the inclusion of Indigenous knowledge into the formal education process. Bring in the issues that face Indigenous communities trying to not only rebuild Indigenous Knowledge systems but also draw them in with other Knowledge systems to both solve difficult community problems but also maintain ongoing continuity and coherence, the issues are at once fundamental and rather daunting. Add to that, big commercial interests knocking on our doors and often stealing through the window so to speak to extract information for exploitation without reference to the original producers of that knowledge. Add to that the vast stores of information and knowledge about Indigenous peoples across the globe that belong to the Western Knowledge system. These include the historical archive of outdated thinking about 'primitive savages', records and collections of materials, and so on. All of which is of value, however offensive, if Indigenous peoples want fuller understanding of their historical experiences and the mechanisms and regimes of colonisation and so-called post-colonial times. Add to that the vast proliferation of information on the Web and the potential positives and negatives for Indigenous peoples interacting in the Online environment. It all makes the academic/Indigenous intersection and what that might mean for information professionals look rather complex.

What the future Indigenous information context will look like is speculative. What can be certain is that the intersections of different Knowledges, systems, concerns and priorities will converge to inform and develop new practices in this area. As this unfolds, I would hope, that the information profession would be mindful of just how complex the underlying issues are and just how much is at stake for us when the remnants of our knowledge, for some of us all that we have left to us, are the focus of so much external interest.

Reference List

Aboriginal Research Institute. (in progress). *National guidelines for the development of online materials for Aboriginal and Torres Strait Islander students in Australia.* A national project for the Australian government.

Agrawal, A. (1995a). Dismantling the divide between Indigenous and Western knowledge. *Development and Change*, 26(3), 413-439.

Agrawal, A. (1995b). Indigenous and scientific knowledge: some critical comments. *Indigenous Knowledge and Development Monitor* [electronic journal], 3(3-4). Retrieved July 25, 2002, from http://www.nuffic.nl/ciran/ikdm/3-3/articles/agrawal.html

Agrawal, A. (1996). A sequel to the debate (2). *Indigenous Knowledge and Development Monitor* [electronic journal], 4(2), 1-2. Retrieved July 25, 2002, from http://www.nuffic.nl/ciran/ikdm/4-2/articles/agrawal.html

Australian National Training Authority (ANTA). (2001). *Flexible learning for the information economy: Australian flexible learning framework for the vocational education and training section* [online document]. Retrieved July 27, 2002, from http://flexiblelearning.net.au/1frame.pdf

Australian Vice-Chancellors Committee (AVCC). (1999). *The way forward: Higher education action plan for the information economy* [online document]. Retrieved July 27, 2002, from http://www.avcc.edu.au/policies_activities/information_tech_copyright/information_tech/action_plan.htm

Casey, D. (2001). Indigenous ownership of digital material: Is organised crime getting out of hand [online paper]? Paper presented at the *ALIA 2000: Capitalising on knowledge conference, Canberra Australia*, October 2000. Retrieved January29, 2002, from http://www.alia.org.au/incite/2001/06/museum.html

Cazden, C., Cope, B., Fairclough, N., Gee, J., Kalantzis, M., Kress, G., Luke, A., Luke, C., Michael, S., & Nakata, M. (1996). A pedagogy of Multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.

Chan, L., Lin, X. & Zeng, M. (1999). Structural and multilingual approach to subject access on the Web [online paper]. Paper presented at the *65th OFLA Council and General Conference, Bangkok Thailand*, 20-28 August 1999. Retrieved July 7, 2002, from http://www.Ifla.org/IV/ifla65/papers/012-117e.htm

Chisenga, J. (1999). Global information infrastructure and the question of African content [online paper]. Paper presented at the *65th IFLA Council and General Conference, Bangkok Thailand*, 20-28 August 1999. Retrieved July 10, 2002, from http://www.ifla.org/IV/ifla65/papers/118-116e.htm

Commonwealth Department of Education, Science & Technology. (2000). *Learning for the knowledge society: An education and training action plan for the information economy* [online document]. Retrieved July 27, 2002, from http://www.dest.gov.au/schools/Publications/2000/learning.htm

Davis, M. (1997). Indigenous peoples and intellectual property rights, [electronic journal] Research paper no. 20, 1996-97, *Information and Research Services, Department of the Parliamentary Library, Canberra*. Retrieved August 7, 2002, from http://www.aph.gov.au/library/pubs/rp/1996-97/97rp20.htm

Davis, M. (1998). Biological diversity and Indigenous knowledge, [electronic journal] Research paper no. 17, 1997-98, *Information and Research Services, Department of the Parliamentary Library, Canberra*. Retrieved August 5, 2002, from http://www.aph.gov.au/library/pubs/rp/1997-98/98rp17.htm

Dirks, N., Eley, G. & Ortner, S. (Eds.). (1994). *Culture-power-history: A reader in contemporary social theory*. Princeton: Princeton University Press.

Education Network Australia (EDNA). (2000). *Learning in an online world: school education action plan for the information economy*. Adelaide: Curriculum Resource Unit. Also available on line at http://www.edna.edu.au/publications/schooled_action_plan/onlineworld.pdf

Edwards, C. (2000). Global knowledge: A challenge for librarians [online paper]. Paper presented at the *66th IFLA Council and General Conference, Jerusalem, Israel,* 13-18 August 2000. Retrieved July 10, 2002, from http://www.ifla.org/IV/ifla65/papers/118-116e.htm

Ellen, R. & Harris, H. (1996). Concepts of Indigenous environmental knowledge in scientific and development studies literature: A critical assessment [Online paper]. Paper presented at the *East-West Environmental Linkages Network Workshop 3, Canterbury UK*, 8-10 May 1996. Retrieved July 27, 2002, from http://www.ukc.ac.uk/rainforest/SML_files/Occpap/indigknow.occpap_1.html

Ellen, R., Parkes, P. & Bicker, A. (2000). *Indigenous environmental knowledge and its transformations: Critical anthropological perspectives*. Amsterdam: Harwood Academic Publishers.

Eyzaguirre, P. (2001). Global recognition of Indigenous knowledge: is this the latest phase of globalisation? *Indigenous Knowledge and Development Monitor* [electronic journal], 8(1), 1-2. Retrieved July 25, 2002, from http://www.nuffic.nl/ciran/ikdm/9-2/column.html

Flavier, J., de Jesus, A. & Navarro, C. (1995). The regional program for the promotion of Indigenous knowledge in Asia. In D. Warren, L Slikkerveer & D. Brokensha (eds.), *The Cultural Dimension of Development: Indigenous knowledge systems* (pp. 479-487). London: Intermediate Technology Publications.

Foucault, M. (1970). *The order of things: An archaeology of the human services*. London: Tavistock/Routledge.

Foucault, M. (1972). *The archaeology of knowledge*. Trans by A.M. Sheridan Smith. London: Tavistock Publications.

Francoeur, S. (2001). Applying information competency to digital reference [online paper]. Paper presented at the *67th IFLA Council and General Conference, Boston USA*, 16-25 August, 2001. Retrieved July 10, 2002, from http://www.ifla.org/IV/ifla67/papers/057-98e.pdf

Haddon, A.C. (1935). *Reports of the Cambridge Anthropological expedition to Torres Straits: Vol. I. General Ethnography*. Cambridge: Cambridge University Press.

Haddon, A.C. (Ed.). (1901). *Reports of the Cambridge Anthropological Expedition to Torres Straits: Vol. II Physiology and psychology*. Cambridge: Cambridge University Press.

Haddon, A.C. (Ed.). (1904). *Reports of the Cambridge Anthropological expedition to Torres Straits: Vol. V. Sociology, magic and religion of the Western Islanders*. Cambridge: Cambridge University Press.

Haddon, A.C. (Ed.). (1907). *Reports of the Cambridge Anthropological Expedition to Torres Straits Vol. III Linguistics*. Cambridge: Cambridge University Press.

Haddon, A.C. (Ed.). (1908). *Reports of the Cambridge Anthropological expedition to Torres Straits: Vol. VI. Sociology, magic and religion of the Eastern Islanders*. Cambridge: Cambridge University Press.

Haddon, A.C. (Ed.). (1912). *Reports of the Cambridge Anthropological expedition to Torres Straits: Vol. IV. Arts and Crafts*. Cambridge: Cambridge University Press.

Harasim, L. (1989). Online education: A new domain. In R. Mason & A. Kaye (eds.), *Mindweave: Communication, computers and distance education* (pp. 50-62). Oxford: Pergamon Press.

Harasim, L. (1990). *Online education: Perspectives on a new environment*. New York: Praeger Publishers.

Henderson, L. & Putt, I. (1993). The remote area teacher program (RATEP): Cultural contextualisation of distance education through interactive multimedia. *Distance Education*, Vol. 14, (2), 213-231.

Henderson, L. (1993a). Interactive multimedia and culturally appropriate ways of learning. In C. Latchem, J. Williamson & L. Henderson-Lancett (eds.), *Interactive multimedia: Practice and promise*. (pp. 165-182). London: Kogan Page Ltd.

Henderson, L. (1993b). Computers: A tool of empowerment in Aboriginal and Torres Strait Islander education. In N. Loos & T. Osanai (eds.), *Indigenous minorities and education: Australian and Japanese perspectives of their Indigenous peoples, the Ainu, Aborigines and Torres Strait Islanders* (pp. 320-332). Tokyo: San Yu Sha, 1993.

Henderson, L., Patching, W. & Putt, I. (1996). Off-campus pre-service teacher education via interactive multimedia technology: an indigenous cohort case study. In Carlson, P and Makedon, F (eds.) *Interactive Multimedia and Hypermedia* (pp. 300-305). Charlottesville, VA: Association for the advancement of computers in Education.

Hunter, J. (2002). Rights markup extensions for the protection of Indigenous knowledge [Online paper]. Paper presented at the *11th International WWW Conference, Honolulu Hawaii*, 7-11 May 2002. Retrieved August 5, 2002, from http://wwww2002.org/CDROM/alternate/748/

Indigenous Knowledge and Development Monitor. (1993). Special Edition on the International Symposium on 'Indigenous Knowledge and Sustainable Development', held in September 1992 at the International Institute for Rural Reconstruction (IIRR) in Silang, Cavite, The Philippines. [online journal], 1(2). Retrieved July 25, 2000, from http://www.nuffic.nl/ciran/ikdm/1-2/contents.html

Janke, T. (1997). *Our culture, our future: proposals for the recognition and protection of Indigenous cultural and intellectual property*. Canberra: Australian Institute of Aboriginal and Torres Strait Islander Studies.

Janke, T. (1998). *Our culture, our future: report on Australian Indigenous cultural and intellectual property right* [Online document]. Retrieved July 27, 2002 from http://www.icip.lawnet.com.au/

Kaewdang, R. (2000). Indigenous knowledge for a learning society [online paper]. Paper presented at the *6th UNESCO-APEID international conference on education, Bangkok Thailand*, 12-15

December 2000. Retrieved July 10, 2002, from http://www.unescobkk.org/education/aceid/conference/Panel_1/Rung.doc

Koenig, M. (2001). Knowledge management, user education and librarianship [online paper]. Paper presented at the *67th IFLA Council and General Conference, Boston USA*, 16-25 August 2001. retrieved July 10, 2002, from http://www.ifla.org/IV/ifla67/papers/085-99e.pdf

Luke, A., Nakata, M., Garbutcheon Singh, M., & Smith, R. (1993). Policy and politics of representation: Torres Strait Islanders and Aborigines at the margins. In B. Lingard, J. Knight & P. Porter (Eds.), *Schooling reform in hard times*. (pp. 139-152). London: The Falmer Press.

Luyin, L. (1999). Internet: contribution to Asia and Oceania information resources' construction [online paper]. *Paper presented at 65th IFLA Council and General Conference, Bangkok Thailand, 20-28 August 1999*. Retrieved July 10, 2002, from http://www.ifla.org/IV/ifla65/papers/014-129e.htm

Mamtora, J. (2001). Bridging the digital divide in the islands of Oceania [online paper]. Paper presented at the *67th IFLA Council and General Conference, Boston USA*, 16-25 August 2001. retrieved July 10, 2002, from http://www.ifla.org/IV/ifla67/papers/169-163e.pdf

McConaghy, C. (2000). *Rethinking Indigenous Education*. Flaxton: Post Pressed.

Morolo, T. 2002. Indigenous knowledge system, National Research Foundation website [Online paper]. Retrieved July 10, 2002, from http://www.nrf.ac.za/focusareas/iks/

Myer, L. (1998). Biodiversity conservation and Indigenous knowledge: rethinking the role of anthropology. *Indigenous Knowledge and development Monitor* [Online journal], 6(1), 1-6. Retrieved July 25, 2002, from http://www.nuffic.nl/ciran/ikdm/6-1/myer.html

Nakashima, D. & de Guchteneire, P. (1999). Science and other systems of knowledge: A new impetus for Indigenous knowledge from the World Conference on Science. *Indigenous Knowledge and Development Monitor* [electronic journal], 7(3), 1-3. Retrieved July 10, 2002, from http://www.nuffic.nl/ciran/ikdm/7-3/nakashima.html

Nakata, M. (1997a). History, cultural diversity & English language teaching: The talk. *Ngoonjook*, 12, 54-75.

Nakata, M. (1997b). *The Cultural interface: An exploration of the intersection of Western knowledge systems and Torres Strait Islander positions and experiences*. Unpublished doctoral thesis. James Cook University, Townsville.

Nakata, M. (1997c). Who's reading misplaced hopes? *Journal of Qualitative Studies*. 10(4), 425-431.

Nakata, M. (1998). Anthropological Texts and Indigenous Standpoints. *Journal of Aboriginal Studies*, 2, 3-15.

Nakata, M. (2001). Difficult dialogues in Indigenous domains. In M. Kalantzis & B. Cope, *reconciliation, multiculturalism and identities: difficult dialogues, sensible solutions*. (pp. 109-114). Melbourne: Common Ground Press.

Nathan, D. (2000). Plugging in Indigenous knowledge: connections and innovations. *Journal of Aboriginal Studies*, 2, 39-47.

Nicholls, C., Crowley, V. & Watt, R. (n. d.). Theorising Aboriginal education: surely it is time to move on? [online paper]. Retrieved July 27, 2002, from http://www.edoz.com.au/edoz/archive/features/abed1.html

Oladele, B. (2001). The imperatives of challenges for Africa in the knowledge age: Status and role of national information policy [online paper]. Paper presented at the *67th IFLA Council and General Conference, Boston USA*, 16-25 August 2001. Retrieved July 10, 2002, from http://www.ifla.org/IV/ifla67/papers/144-143e.pdf

Rodriguez, A. (2001). The digital divide: The view from Latin America and the Caribbean [online paper]. Paper presented at the *67th IFLA Council and General Conference, Boston USA*, 16-25 August 2001. Retrieved July 10, 2002, from http://www.ifla.org/IV/ifla67/papers/111-114e.pdf

Saw, G. (1992). Indigenous knowledge: The librarian's role in reversing the north-south flow of information resources. In *Libraries: the heart of the matter, proceedings of the Australian*

Library and Information Association 2nd biennial conference, 27 September – 2 October 1992, (pp. 315-322). Port Melbourne: D. W. Thorpe.

Shibanda, G. (2001). Skills and competencies for digital information management in Africa [online paper]. Paper presented at the*67th IFLA Council and General Conference, Boston USA*, 16-25 August 2001. Retrieved July 10, 2002, from http://www.ifla.org/IV/ifla67/papers/009-143e.pdf

Tafler, D. (2000). The use of electronic media in remote Aboriginal communities. *Journal of Aboriginal Studies*, 2, 27-38.

Thaman, K. (2000). Interfacing global and Indigenous knowledge for improved learning [online paper]. Paper presented at the *6th UNESCO-APEID international conference on education, Bangkok Thailand,* 12-15 December 2000. Retrieved July 10, 2002, from http://www.unescobkk.org/education/aceid/conference/Panel_2/Thaman.doc

The World Bank Group. (n. d.). What is Indigenous knowledge [Online paper]. Retrieved July 10, 2002, from http://www.worldbank.org/afr/ik/basic.htm

United Nations Conference on Trade and Development (UNCTAD). (2002). The state of the debate on traditional knowledge. [online paper]. Paper presented at the *International seminar on systems for the protection and commercialisation of traditional knowledge, in particular traditional medicines, New Delhi*, 3-5 April 2002. retrieved July 25, 2002, from http://www.unctad.org/trade_env/test1/meetings/delhi/statedebateTK.doc

United Nations Development Programme's (UNDP) Civil Society Organisations and Participation Programme (CSOPP). (1995). Conserving Indigenous knowledge – integrating new systems of integration [online paper]. Retrieved July 10, 2002, from http://www.undp.org/csopp/CSO/New Files/dociknowledge.html

Von Liebenstein, G. (2000). Interfacing global and Indigenous knowledge: Towards an Indigenous knowledge information system [Online paper]. Paper presented at the *6th UNESCO-APEID international conference on education, Bangkok Thailand,*, 12-15 December 2000, Bangkok Thailand. Retrieved July 26, 2002, from http://www.developmentgateway.org/node/130646/browser/?keyword_list=233182&country_list=0

Warren, M. (1991). Using Indigenous knowledge in agricultural development. The World Bank discussion paper no. 127. Washington, D.C.: The World Bank.

Warren, M. (1993). Using Indigenous knowledge for agriculture and rural development: Current issues. *Indigenous Knowledge and Development Monitor* [Online journal], 1(1), 1-6. Retrieved July 25, 2002, from http://www.nuffic.nl/ciran/ikdm/1-1/warren.html

Warren, M., von Liebenstein, G. & Slikkerveer, L. (1993). Networking for Indigenous knowledge. *Indigenous Knowledge and Development Monitor* [Online journal], 1(1), 1-4. Retrieved July 25, 2002, from http://www.nuffic.nl/ciran/ikdm/1-1/warren_l_s.html

UNIVERSITY OF SOUTH AUSTRALIA

The University of South Australia:

☐acknowledges the unique position of Aboriginal and Torres Strait Islander people as the Indigenous peoples of Australia and the original owners of the land;

☐believes that reconciliation is a pre-requisite for Australia to reach a mature nationhood;

☐accepts that educational institutions have a particularly valuable contribution to make by educating the Australian community about the cultures, languages, history and contemporary experiences of Australia's Indigenous peoples.

IFLA 2002, Glasgow Scotland

Libraries for Life: Democracy, Diversity and Delivery

Indigenous Knowledge and the Cultural Interface: Underlying issues at the intersection of knowledge and information systems

Prof. Martin Nakata (B.Ed. Hons. PhD)

Director

Aboriginal Research Institute

Martin.Nakata@unisa.edu.au

Educating Professionals - Applying Knowledge - Serving the Community

Indigenous Knowledge and The Cultural Interface: underlying issues

- Concepts of Indigenous knowledge
- Integrating Indigenous knowledge
- Indigenous knowledge in formal education
- The Cultural Interface
- Changing perspectives
- Opportunities with emerging information technologies
- Concluding remarks

BEST COPY AVAILABLE

Indigenous Knowledge and The Cultural Interface: underlying issues

- **Concepts of Indigenous knowledge**
- Integrating Indigenous knowledge
- Indigenous knowledge in formal education
- The Cultural Interface
- Changing perspectives
- Opportunities with emerging information technologies
- Concluding remarks

•Concepts of Indigenous knowledge

- **...in the fields of ecology, soil science, veterinary medicine, forestry, human health, aquatic resource management, botany, zoology, agronomy, agricultural economics, rural sociology, mathematics, management science, agricultural education and extension, fisheries, range management, information science, wildlife management, and water resource management. (Warren, von Liebenstein & Slikkerveer, 1993, p. 1)**
- **Indigenous knowledge fuels multi-billion dollar genetics supply industries, ranging from food and pharmaceuticals in developed countries to chemical product, energy and other manufactures. (United Nations Development Program's (UNDP) Civil Society Organisations and Participation Programme (CSOPP), 1995, p. 9)**
- **"another information set from which data can be extracted to plug into scientific frameworks" (Nakashima & de Guchteneire, 1992, p. 2)**
- **[t]aking 'validated' nuggets of Indigenous knowledge out of its cultural context may satisfy an outside researcher's need, or even solve a technical problem in development, but it may undermine the knowledge system itself. (Eyzaguirre, 2001, p. 1)**

BEST COPY AVAILABLE

Indigenous Knowledge and The Cultural Interface: underlying issues

- Concepts of Indigenous knowledge
- **Integrating Indigenous knowledge**
- Indigenous knowledge in formal education
- The Cultural Interface
- Changing perspectives
- Opportunities with emerging information technologies
- Concluding remarks

•Integrating Indigenous knowledge

- "commit them[selves] to a dichotomy between Indigenous and Western knowledge" (Agrawal, 1995, p. 2)
- "suggests contact, diversity, exchange, communication, learning and transformation among different systems of knowledge and beliefs" (p. 3)
- "anchored in specific milieu as any other systems of knowledge" (p. 3).
- "to successfully build new epistemic foundations, accounts of innovation and experimentation must bridge the Indigenous/Western divide" (p. 3)

BEST COPY AVAILABLE

Indigenous Knowledge and The Cultural Interface: underlying issues

- Concepts of Indigenous knowledge
- Integrating Indigenous knowledge
- **Indigenous knowledge in formal education**
- The Cultural Interface
- Changing perspectives
- Opportunities with emerging information technologies
- Concluding remarks

- **Indigenous knowledge & formal education**
  - **Increased presence in the curriculum**
  - **Mathematics/astronomy/art/mythology/religion/environmental knowledge**
  - **Cultural learning styles/culturally responsive pedagogy/Indigenous perspectives/cultural appropriate content in curriculum – issues but not knowledge**
  - **Ways of knowing rather than any discrete body of knowledge**
  - **The binds of the culture/mainstream framework**
  - **Obscure complexities at the intersection by collapsing it all into a category of 'Other'**
  - **Ambivalence in the classroom**
  - **Can be more effective engagements with Indigenous Knowledge**

BEST COPY AVAILABLE

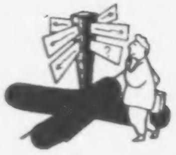
Indigenous Knowledge and The Cultural Interface: underlying issues

- Concepts of Indigenous knowledge
- Integrating Indigenous knowledge
- Indigenous knowledge in formal education
- **The Cultural Interface**
- Changing perspectives
- Opportunities with emerging information technologies
- Concluding remarks

- **The Cultural Interface**

- **At the intersection of Indigenous and Western domains**
- **The place of the everyday**
- **Traversing contested terrains: a place of constant tension and negotiation of different interests**
- **Opens the way for new possibilities**

BEST COPY AVAILABLE



Indigenous Knowledge and The Cultural Interface: underlying issues

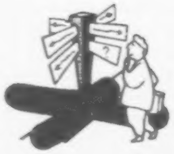
- Concepts of Indigenous knowledge
- Integrating Indigenous knowledge
- Indigenous knowledge in formal education
- The Cultural Interface
- **Changing perspectives**
- Opportunities with emerging information technologies
- Concluding remarks

•Changing perspectives

- **Meta-knowledge: knowledge about knowledge**
- **Making explicit what is sensed, sometimes obvious but never clearly articulated**
- **Increase understandings of systems of thought that delimit possibilities within a Western order of things**

BEST COPY AVAILABLE

Indigenous Knowledge and The Cultural Interface: underlying issues



- Concepts of Indigenous knowledge
- Integrating Indigenous knowledge
- Indigenous knowledge in formal education
- The Cultural Interface
- Changing perspectives
- **Opportunities with emerging information technologies**
- Concluding remarks

•Opportunities with information technologies

- **The Web**
- **Positive and negative possibilities**
- **Online learning**
- **New possibilities**

BEST COPY AVAILABLE

Indigenous Knowledge and The Cultural Interface: underlying issues

- Concepts of Indigenous knowledge
- Integrating Indigenous knowledge
- Indigenous knowledge in formal education
- The Cultural Interface
- Changing perspectives
- Opportunities with emerging information technologies
- **Concluding remarks**

•Concluding Remarks

- **What is certain is that the intersections of different knowledges, systems, concerns and priorities will converge to inform and develop new practices in this area.**

BEST COPY AVAILABLE

UNIVERSITY OF SOUTH AUSTRALIA

The University of South Australia:

- ☐acknowledges the unique position of Aboriginal and Torres Strait Islander people as the Indigenous peoples of Australia and the original owners of this land;
- ☐believes that reconciliation is a pre-requisite for Australia to reach a mature nationhood;
- ☐accepts that educational institutions have a particularly valuable contribution to make by educating the Australian community about the cultures, languages, history and contemporary experiences of Australia's Indigenous peoples.

IFLA 2002, Glasgow Scotland

Libraries for Life: Democracy, Diversity and Delivery

Indigenous Knowledge and the Cultural Interface: Underlying issues at the intersection of knowledge and information systems

Prof. Martin Nakata (B.Ed. Hons. PhD)

Director

Aboriginal Research Institute

Martin.Nakata@unisa.edu.au

Educating Professionals - Applying Knowledge - Serving the Community

BEST COPY AVAILABLE

IFLANET
Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

GLASGOW 2002

Martin Nakata

Martin Nakata is the Director of the Aboriginal Research Institute at the University of South Australia in Adelaide.

He is the first Torres Strait Islander to receive a PhD from an Australian university and his current research work is in the curriculum development areas and online pedagogies with a particular focus on Indigenous learners.

He has presented several plenary and keynote addresses at national as well as international conferences and published over forty articles on Aboriginal and Torres Strait Islander people and education in various academic journals and books in Australia, Papua New Guinea, Japan and the United States. He is the editor of the Kaurna Higher Education Journal and member of the editorial board of The Australian Educational Researcher.

He convened the second national Indigenous Researchers' Forum in Adelaide in 2000 and was a leading member of the organising committee for a Conference of Indigenous peoples from Australia, New Zealand, Canada and the US on Indigenous Peoples and Racism in Sydney 2001. The UN High Commissioner designated this conference as a regional meeting for the United Nations World Conference against racism, racial discrimination, xenophobia and related intolerance. He twice represented the Aboriginal and Torres Strait Islander Commission at the United Nations in Geneva, Switzerland on Indigenous issues in Australia, and later provided research and technical support to the Commission's delegation at the UN's World Conference Against Racism in Durban, South Africa and the 2002 inaugural session of the Permanent Forum on Indigenous Issues in New York. He is currently working towards the incorporation of a national association of Indigenous researchers in Australia.

Latest Revision: *July 12, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

IFLANET

Search Contacts

International Federation of Library Associations and Institutions

Annual Conference

GLASGOW 2002

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

President-Elect's Brainstorming Session

Wednesday 21st August 2002
15:30-17:30

Invitation

Kay Raseroka, IFLA President-elect, will lead a brainstorming session on Wednesday 21st August 2002, in Room "Argyll 1 & 2" in the Moat House Hotel, Glasgow from 15:30-17:30. Twelve tables, each seating 10 persons will be provided. Each table will have a moderator and a recorder. Seats will be available on a first-come, first-served basis, except that some places will be reserved for those attending the IFLA conference for the first time.

Please come and help Kay determine her Presidential programme for 2003-2005.

Kay's introduction to the session follows.

1. Preamble

The free flow of information and ideas is in the interest of all for thriving cultures, economies and democracies. People, communities and organizations need equitable access to information for their social, educational, cultural, democratic and economic well-being. The delivery of high quality library and information services helps guarantee that access. IFLA is committed to working at all levels of government to guarantee equitable access to information for all. Members of the Federation are committed to working with their respective governments to guarantee that access.

An individual's ability to access information requires appropriate assistance where:

- Handicap prevents equitable access to information.
- Literacy and information literacy skills are under developed.
- The availability of information resources reflecting plurality and diversity of content appropriate for the support of various communities, is not guaranteed.

Ongoing technological progress potentially widens the gap between the information rich and the information poor world-wide. Technological solutions will eventually resolve technological issues. Technology of itself, however, will not resolve social and cultural policy issues of access to information.

Without literacy, information literacy and cultural content, information and communications technologies cannot be taken up and adapted for appropriate exploitation by and as instruments that facilitate equitable access of information to communities. It is therefore essential that the process of "reducing information inequality" (Schiller, 1996) be a public policy priority, and that this is underpinned by IFLA's Aims, Core Values and Professional Priorities.

2. Purpose of Brainstorming Session

The purpose of the Glasgow IFLA Conference consultative/planning process is to encourage commitments to the implementation of IFLA core values, from August 2003. The process is expected to result in the establishment of realistic actions which yield time bound outcomes.

In pursuing its defined aims IFLA embraces the following core values:

a. the endorsement of the principles of freedom of access to information, ideas and works imagination and freedom of expression embodied in Article 19 of the Universal Declaration of Human Rights.
b. the belief that people, communities and organizations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic and economic well-being.
c. the conviction that delivery of high quality library and information services helps guarantee that access.
d. the commitment to enable all Members of the Federation to engage in, and benefit from, its activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race or religion.

(IFLA Statutes: Article 6)

Given:

- the IFLA statement on core values as indicated in (a) - (d) above.
- the fact that the core values are not yet implemented to the fullest extent in IFLAs activities and services
- that there are limited resources available within the Federation

What should be IFLAs focus in 2003 - 2005 for the integration and contextualisation of the core values in activities and services of sections or area of major library interest, as a strategy for "bridging the digital divide"?

How can sections facilitate equity of access to information and enhance abilities of individuals and communities in varied information environments to access information equitably?

Members of IFLA have the power and the platform to influence the widening of access to and use of information for the social health of communities in various environments in the "North" and "South".

This consultative process provides a unique opportunity for the Federation to conceptualise and work collaboratively to facilitate an enabling information environment in which peoples of the world have opportunities to exercise good citizenship. (www.ucalgary.ca/idcsdisc/eng/home.html).

3. Statement of Strategy

Participants of the Glasgow IFLA Conference are invited to participate in the twelve self-selected brainstorming groups.

Each of the four core value statements will be discussed by three groups.

Process

Participants are requested to:

1. Apply the following questions to a core value statement selected for discussion by a group.

   For example: How should/can the "principles of freedom of access to information" be meaningfully applied to IFLA member activities and services as they seek to "bridge the digital divide", i.e. reduce information inequality?

2. What are three actions emanating from the above, that may be realistically implemented in the period 2003 - 2005. In what order of priority?
3. What are the expected outcomes and impact of the identified actions/activities on communities served?
4. What will be the indicators for achievement/attainment of the expected outcomes?

4. OUTCOMES

The outcomes from the Glasgow consultation will be:

1. A document that will be disseminated through IFLANET
2. Comments from the broad membership of IFLA and inputs from sections will be invited for submission (electronically) by the end of February 2003.
3. The President-Elect Planning Group (PEPG) will review comments and integrate them with the document arising from the Glasgow consultation to produce a consolidated document.
4. The Professional Committee and Governing Board will review

this consolidated document to produce the final platform for presentation at the Berlin 2003 Council.

H. K. Raseroka
June 2003

Back to the Conference programme

Latest Revision: *August 01, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**126-140-E**
Division Number:	**IV**
Professional Group:	**Bibliography**
Joint Meeting with:	**National Libraries**
Meeting Number:	**140**
Simultaneous Interpretation:	**Yes**

Publishers and legal deposit libraries co-operation in the United Kingdom since 1610: effective or not?

John Byford
Head, Legal Deposit Strategy
The British Library
London, UK

Abstract

Describes the history of legal deposit in the United Kingdom since 1610 and the historical role of the Stationers Company. Analyses the rapid extension of legal deposit in the eighteenth and early nineteenth centuries, the pioneering activities of Panizzi, and the rationalisation achieved in the 1911 Act. The proliferation of electronic material in the last two decades and the legal deposit libraries role in acquiring national heritage material lead to a wider debate on the need for new legislation. Examines in detail the Kenny Report, reviews the Voluntary Code of Practice introduced in January 2000, and considers the latest plans for legislation. Co-operation between publishers and the legal deposit libraries is a key component in ensuring successful change.

---

1. In 2010 the United Kingdom, or to be more precise England, will celebrate four hundred years of legal deposit. Sir Thomas Bodley, the scholar and diplomat who had retired to Oxford, his alma mater, in 1597, devoted himself to the re-establishment of the university library (reopened in 1602) and subsequently named the Bodleian in his honour. Bodley was a foresighted man and recognised that for his library to succeed it would need to attract funding from sources other than the university. The re-opening of the library was delayed until Bodley considered that there was sufficient material on the shelves. "A small, insignificant library would attract less donations than one that gave the promise of future greatness." Not content with building a library in his lifetime he commenced negotiations with

the Stationers' Company and finalised an agreement with them in 1610 (three years before his death) whereby they agreed to send the Bodleian a copy of every new book registered at Stationers Hall.

2. The Stationers Company dates back to 1403 when the City of London approved the formation of a Guild of Stationers, i.e. booksellers who copied and sold manuscript books. By the early sixteenth century, printers had joined the Company and within fifty years had become the dominant partner. Royal incorporation followed in 1557 and their charter secured then from outside competition although they policed internal disputes, invariably infringement of ownership of 'copies'; i.e. copyright, which had been set down in a Guild rule of 1556. This obliged members to present to the Wardens every publication not protected by royal grant. A register of copies - an early 'national' bibliography in effect - was kept which assisted in resolving disputes. The Stationers' Company Register was kept from 1556 to 1695. In 1709 the first Copyright Act was introduced and subsequent Copyright Acts enshrined the Company as the place where copies had to be registered until the Copyright Act of 1911.

3. Relations with the publishers in the UK were complicated by the Press Licensing Act of 1662 which granted the Royal Library entitlement to a copy of all new publications or new editions containing alterations, i.e. a similar arrangement that has existed to this day. (This right passed to the British Museum - along with the contents of the Royal Library - in 1757.)

4. The aforementioned Copyright Act of 1709 extended the number of libraries entitled to receive books from two to nine: the Royal Library, the Bodleian, Cambridge University Library, the university libraries of Edinburgh, Glasgow and St Andrews, the library of King's and Marischal Colleges, Aberdeen, the library of the Faculty of Advocates, Edinburgh, and the library of Sion College, London. Further Acts followed in 1801, 1814, 1836 and 1842. The early part of the nineteenth century saw a series of legal actions to enforce the publishers to part with their publications. In 1824, Robert Durham, acting as the copyright agent for Cambridge University Library was taken on by the British Museum in a similar role; a proposal to extend his role to all copyright libraries was rejected by the British Museum Library in 1829.

5. The 1801 Act had extended legal deposit to eleven libraries; the 1814 Act tightened up the regulations. It was a significant change: the British Museum Trustees had proposed, albeit in 1805, delivery direct to the legal deposit libraries, i.e. bypassing Stationers' Hall and preventing evasion of the law. The Trustees' move was assisted by an action brought by the University of Cambridge in 1812 and which the Court of the King's Bench ruled in favour of, namely that the publishers must deposit with the Stationers' Company irrespective of whether an item was registered. The 1814 Act required deposit within one month; penalty for non-compliance was £5.00 (the equivalent of £200.00 today) plus the value of the book and all legal costs. As a concession to the publishers, copyright was extended from 14 to 28 years. Lack of knowledge of the Act's requirements lead to several prosecutions, and in many cases, publishers settled out of court. The publishers, with parliamentary support, were able to ensure that the legal deposit libraries were placed under an obligation to provide returns of books claimed, indicating which had been retained by the libraries and which had been disposed of. Intake at the British Museum Library increased as a result of tightening up the Copyright Act; from 1814-1824 deposits were around 1300 per annum, in the three years from 1824-1827 the annual intake was over 3500 items.

6. The 1836 Copyright Act reduced the number of libraries entitled to receive legal deposit copies from eleven to five, The British Museum, the Bodleian, Cambridge University Library, the Faculty of Advocates in Edinburgh and Trinity College Dublin. The six libraries which lost the right received financial compensation. This was the first of two acts which laid the foundations for the 1911 Act - effectively the legislation in operation today; the 1842 Act was a direct result of Panizzi's zeal in

BEST COPY AVAILABLE

broadening the vision of the British Museum to achieve the position as a leading world research library. The 1842 Act's significance is that publishers were obliged to deliver direct to the Museum, without prior demand, i.e. not via the Stationers' Hall; the other copyright libraries had to request items, a procedure which continues today to this day. Panizzi pursued recalcitrant publishers with vigour and there are several examples of defaulters taken to court for non-deposit of items. His actions were not limited to London: solicitors were appointed in the provinces, Scotland and Ireland to demand that publishers deposit with the British Museum. Intake increased in one year by 67% (some of it arrears of material). Publishers reaction ranged from reluctant compliance to outrage, expressed, for example, by articles in the Westminster Review. One prosecution in 1853 generated significant publicity and ensured that publishers could not claim ignorance of the law.

7. Throughout the Victorian and Edwardian periods minor changes were proposed, occasionally approved, but it was not until 1911 that the last Copyright Act of significance was passed. One element of that Act to note is that the number of libraries to receive legal deposit material was increased from five to six; the government had opposed extending the privilege to the National Library of Wales (founded in 1909) but there was sufficient support to ensure the inclusion of the National Library, located in Aberystwyth. The publishers, given the opportunity in an arena other than the pages of literary journals or magistrates' courts to query their obligation to deposit, sought to limit the number items deposited to one (the British Museum) but this failed. Although there have been some revisions, the 1842 and 1911 Acts form the basis of legal deposit as it is enacted today, namely that publishers must deposit with the British Library within one month of publication a copy of all books published in the United Kingdom and Ireland; the five other libraries have the right to claim, within twelve months of publication, copies of the same material. The Copyright Agent, acting on behalf of the five other libraries to claim and distribute the material. (The establishment of the Irish Free State in 1921 lead to reciprocal legislation in Ireland; the Industrial and Commercial Property (Protection) Act in 1927 includes provision for the deposit in the United Kingdom of material published in Ireland and vice-versa. This provision continues to this day.)

8. The legal deposit libraries of the United Kingdom and Ireland entered the twenty-first century operating under legislation passed in 1842 and 1911. It has been put forward that "the legal deposit system in the United Kingdom is now arguably out of date. The comprehensiveness of the national intellectual archive is becoming increasingly compromised as new types of publication are not covered by the legal deposit system." It is opportune to consider the objectives - and the merits - of legal deposit. Publications deposited at the British Library are:
   - Preserved for the benefit of future generations.
   - Added to the national heritage.
   - Made available to users in the Library's reading rooms.

   Additionally publications are:
   - Recorded in the British Library Public Catalogue (BLCP) <http://blpc.bl.uk/> http://blpc.bl.uk, accessible over the world wide web.
   - Listed in the British National Bibliography which is used by librarians and the book trade for stock selection, is available in printed, CD-ROM and online formats, and has a world-wide distribution.
9. On the whole, though with some significant concerns, publishers support the aspirational ideals behind legal deposit. The practical realities occasionally give cause for rumblings of discontent, e.g. the robust critique of legal deposit by David Whitaker in the pages of the Library Association Record in which he asserted that the Treasury "must accept that this unique tax in kind is an anomaly in the modern world and should be abolished". (As an aside Whitaker quotes an anonymous 1871 pamphlet 'Entered at Stationers Hall' in which the author rails against the power of the Stationers Company at the time of the Royal incorporation of 1557 and refers to the charter as "an admirable scheme, this

new Spanish-English press inquisition. Queen Mary burnt the authors, and the Stationers Company burnt the books.") He bases much of his argument on a total cost to the publishers which uses the average selling price of a book conveniently ignoring that it is the actual production cost that should be considered. One commentator observed, "the extravagant manner in which many publishers distribute review copies sometimes makes it difficult to take complaints about six deposit copies very seriously" (Stoker). A further observation in this article is pertinent to current thinking, namely "If the new law is to last ninety years it may be better to seek to define the 'information' itself, rather than the form in which it is delivered." Stoker concludes, "This is no mean task for information specialists, let alone the framers of new legislation." However to ensure that the legal deposit libraries do not have to go back to government in the future when new formats and/or information carriers are developed new legislation must be generic.

10. The impetus for change quickened in pace in the mid 1990s: following pressure from the legal deposit libraries and other interested parties, the British government issued a consultation paper in 1997 in which it sought to ascertain views on legal deposit and the possibility of extending legal deposit to other types of material. In January 1998 the Secretary of State for Culture, Media and Sport set up a Working Party under the chairmanship of Sir Anthony Kenny with the following terms of reference:
(i) to advise on how an effective national archive of non-print material might be achieved, taking into account the need to minimise the burden on publishers, the need to safeguard deposited material from unauthorised use, the archival value of the material, and the scope for making deposited material available among legal deposit libraries through secure IT networks;
(ii) to draw up and agree a voluntary code of practice to achieve deposit of electronic and microform publications until such time as the Government may decide to introduce legislation;
(iii) to ensure that such arrangements are compatible, where appropriate, with the existing arrangements for the voluntary deposit of films and sound recordings;
(iv) to advise on the scope for developing the existing arrangements for the deposit of printed publications with a view to ensuring greater co-operation between the different legal deposit libraries, encouraging greater selectivity in the material claimed from publishers, and the scope for developing IT networking solutions which can in the longer term be used to reduce the statutory burden on publishers in complying with the deposit arrangements.

11. The Working Party, made up of representatives from the publishing industry, the legal deposit libraries and other interested parties, presented its report to the Secretary of State in July 1998. "The Working Party was convinced that only a system of legal deposit will be adequate to secure a comprehensive national published archive. Agreement has been reached on the following general principles for such a system:
(1) legislation should empower the Secretary of State, after appropriate consultation, to declare, from time to time, publications in specific new media to be subject to the obligation of legal deposit;
(2) whenever an item in a specified medium is published, the rights owner should enable the national published archive to hold that item both for purposes of archiving and of access to that archive;
(3) in the case of items published in more than one medium, the publisher's obligation to any repository of the national published archive shall be satisfied by deposit only in a single medium, but the choice of the medium of deposit should be made by the repository;
(4) once a work has been deposited in a repository of the national published archive, access should be given to authorised users of that repository, unless it belongs to a category for which it has been determined that access will be temporarily restricted;
(5) the dissemination of the work in whole or in substantial part beyond the confines of the national published archive shall be permitted only (a) after the expiry of copyright or (b) by agreement with the rights holders;

(6) the Secretary of State, in declaring a medium to be subject to the obligations of legal deposit, may exempt certain categories of material whose deposit would place an unreasonable burden on their publishers;
(7) applications from publishers for additional material to be excluded or embargoed, and points of dispute about the application of the obligation of legal deposit should be determined by a standing committee, responsible to the
Secretary of State, containing representatives both of publishers and repositories and their users."

12. John Davies, then of the Publishers Association, wrote that "there is far more goodwill and mutual trust between the major players than would have been the case 20 years ago...[and] there are good reasons of self-interest for publishers to support a national archive of print and electronic publications." Authors and publishers, especially those involved in academic and professional publishing share common interests such as long term research value to the nation and their material preserved in a stable and organised environment. The legal deposit libraries are ideally suited to realise those and other objectives. The case for greater selectivity of materials is made and a recommendation is made that guidelines should be drawn up to assist publishers when depositing material. Perhaps not surprisingly the question of restriction of use of electronic material is addressed in depth, citing print "publications containing commercially sensitive matters [that] can be withheld from public use until the sensitive nature of the information has been eroded by the passage of time." The British Library continues to maintain restrictions on such material, in some cases for as long as four years. There is also a clear distinction between the Library's role as a national archive and the information services it provides throughout the United Kingdom and overseas.

13. Publishers recognise that libraries have a major role to play in the longevity of information although the emphasis that they place on the libraries' role is one of archiving. One wrote, "publishers would be highly unreliable as archivists" because it is not inherent in their "professional and organisational culture". The importance of standards was but a small part of discussion on the extension of legal deposit. Migration of material to new platforms has not been an issue of concern to many publishers who predominantly operate in an "individualist competitive environment". It is heartening to read that publishers were looking for a lead from librarians "with their long experience of preservation and organisational issues" because formulation of common standards, nationally and internationally, "does not lie within the culture or professional expertise of publishers". This emphasis on the archival responsibility of libraries for electronic material lead some publishers to assert that new legislation must ensure that "legal deposit is for archival purposes only...[and] the use of the archive would be limited to 'historic' material - that which is out of copyright or out of print." Thus, while acknowledging the legitimacy of extending legal deposit to electronic material there remain problems to resolve before issues of access could be agreed.

14. The Secretary of State's response concluded: "I agree with the report's conclusion that a voluntary code will not be viable in the longer term and I believe the report makes a convincing case for moving towards legislation for the legal deposit of non-print publications on the basis of minimum burden on publishers and minimum loss of sales (my italics). It will be necessary to do further work on definitions and the impact on business and I have asked Sir Anthony Kenny [Chairman of the Working Group] to take this forward through the medium of the technical group of library and publishing experts. Once that is done we shall move forward towards legislation." He requested that in the meantime a code of practice for the voluntary deposit of non-print publications should be drawn up and agreed between publishers and the deposit libraries. A 'regulatory impact assessment' of the costs and benefits of the statutory deposit of non-print publications should also be prepared before the drafting of the proposed legislation. The code of practice was drawn up and agreed by representatives of the legal deposit libraries and publishing trade bodies.

15. The code of practice was introduced in January 2000 and covers the deposit of United Kingdom non-print publications in microform and offline electronic media. The latter, also sometimes known as 'hand-held', 'portable' or 'packaged' electronic publications, are electronic publications issued on discrete physical digital media such as magnetic tapes, magnetic disks or, more commonly, optical disks of some kind, such as CD-ROM or DVD. The code of practice does not include:

- film, sound, or Ordnance Survey digital mapping products, which are subject to separate voluntary schemes, and,
- online publications (although the code does set out arrangements for online publications which are substantially fixed at the time of first publication, while continuously updated publications such as 'dynamic' databases are excluded from current proposals).

The code recognises that deposit of offline publications which require separately licensed software for their operation presents particular problems and recommends that the publisher obtains the necessary licence on behalf of the deposit library. Under the voluntary scheme the publisher is under no obligation to deposit if they are unable or unwilling to do this.

16. Over 100 publishers have signed up to the voluntary scheme for the deposit of electronic publications. Over 1000 monographs and 850 journals (or over 20,000 separate issues) have been archived for the future as a result of the scheme. Publishers have also been encouraged to deposit publications in these media published before the end of 1999. In a British Library press release earlier this year Dr Clive Field, Director of Scholarship and Collections at the Library commented, 'The voluntary scheme has given us the opportunity to work with publishers in identifying some of the challenges in the practical implementation of future legislation. Whilst continuing to press for legislation, we are now starting to discuss voluntary deposit and archiving of online publications with publishers, and working to address the difficult technical issues in preserving these for the future.' Long-term access to digital materials can only be assured by planned and systematic archiving, capable of ensuring that content is transferable from one generation of technology to the next.

17. Publishers have also welcomed the establishment of the voluntary scheme and the proposed experimental activity on the archiving of online publications. Anthony Watkinson, Publishers Association representative on the Joint Committee on Voluntary Deposit, commented: 'The Publishers Association is fully committed to the importance of secure archiving of our national heritage of published material in digital form. We are pleased to have found so many areas of consensus in working with the copyright libraries and other publishing bodies. A number of challenges remain, such as access to archived copies. These are being actively discussed by the joint committee and, once they have been addressed, we will welcome legislation.'

18. The aforementioned Joint Committee on Voluntary Deposit was set up to implement and monitor the Code of Practice while acting as a forum for discussion between representatives of the legal deposit libraries and the four publishing trade bodies. Scholarly publishers generally would prefer access in one library only at a time and not have to deposit more than one copy; their preferred position is to have access limited as within a print environment. A sub-group of JCVD has been set up to look at questions of access, embargoes, business and economic factors relating to high value publications; meetings with publishers have been held and terms of reference for future work agreed. The legal deposit libraries maintain the position that it would be difficult to justify public funding for an archive to which the public would not have access.

19. One of the mechanisms for achieving a level of access that meets both the aspirations of the libraries and the concerns of publishers is to restrict the number of simultaneous users to any particular deposited resource. To this end, the libraries have been developing a secure network: twenty five titles were loaded on servers in each institution to test the running of the system and its performance in relation to the restriction of one user on one site. The project is based on a thin client solution. The

system used is CITRIX and the browser client is Internet Explorer. The applications are run on Windows 2000. There are 2 servers at the moment, one at the British Library at Boston Spa and the other at the Bodleian Library. All the applications used as part of the trial are CD-ROMs and not online products.

20. Applications to be run on this system needed to be designed with Windows 2000 in mind. It would be best if there was no encrypted coding tied to CD-ROM products to allow for their easy uploading onto the server. However, where such encryption exits then there were issues of how this could be circumvented (obviously with the publishers' permission). The system copes with making a small number of applications available across a large number of users over many sites. The handling of online applications by the system would be an issue of storage. The publisher representatives on JCVD found a recent demonstration to be very useful. Key management and administrative concerns were to do with how many applications could be successfully loaded onto each server, and what forms, and levels, of access would be possible and be acceptable. More work is in progress on encryption and scaling of the system upwards.

21. The metadata created by publishers is based on their own organisational needs and is not yet standardised between publishers. (Publishers often have to abide by legal requirements, e.g. anti-trust legislation, so full collaboration on common standards is not yet assured.) Publishers have worked with CEDARS (CURL Exemplars in Digital Archives), a project set up in March 1998, its broad objective is to explore digital preservation issues. These range through acquiring digital objects, their long-term retention, sufficient description, and eventual access) or are involved in other digital archiving projects with other bodies. This project has been completed and further work - to consider a system for the provision of metadata and software which publishers could attach to deposit items - is required: the British Library is working with Book Industry Communication (BIC, set up and sponsored by The Publishers Association, The Booksellers Association, The Library Association and The British Library to develop and promote standards for electronic commerce and communication in the book and serials industry) to identify appropriate software.

22. The other requirement placed upon the legal deposit libraries and the publishers by the Secretary of State, namely to prepare a 'regulatory impact assessment' of the costs and benefits of the statutory deposit of non-print publications before the drafting of the proposed legislation is also in hand. In May 2002, the Joint Committee on Voluntary Deposit awarded a contract to Electronic Publishing Services Ltd to provide the means and information for assessing the costs and other quantifiable impacts on business and to the legal deposit libraries of the extension of legal deposit to non-print publications. This involves gathering information on the costs and other quantifiable impacts of the extension of legal deposit to non-print publications affecting both publishers and legal deposit libraries and developing an underlying model for calculating and illustrating these costs and quantifiable impacts which can be used against variable assumptions as to the types of material to be deposited, and over time as the types, amount and value of material published changes. The timing was opportune as the Department of Culture, Media and Sport, the British Library's sponsoring agency in government had given early indication that legislation is back on the agenda.

23. The proposed vehicle for primary legislation is what is called a Handout Bill, which is, in effect, a Government-sponsored private member's bill. This would be generic legislation, with application to particular information formats by Order in Council. The assumption is that legislation would be applicable to all formats considered in the original JCVD brief, plus online commercial sources and non-commercial Websites. This Handout Bill process is suited to situations where two circumstances apply: (i) the measure is not deemed controversial (which reinforces the need to maintain and to demonstrate a working consensus between libraries and publishers regarding the application of legislation); and (ii) the impact of the measure on the industry concerned should be low, the definition

of low being less than £20 million per annum (which reinforces the need for JCVD to keep the impact on publishers below that level).

24. The first stage in the process was passed successfully in June when the Cabinet's Legislation Policy Sub-Committee approved the proposal as suitable for a Handout Bill. The report commissioned by JCVD is on schedule for completion at the end of August 2002, timed to contribute to the revised Regulatory Impact Assessment. The legal deposit libraries will continue to work with the publisher trade bodies to ensure that the national heritage is acquired and preserved for future use - much in the same way as Bodley had planned nearly 400 years ago.

References

Book Industry Communication <http://www.bic.org.uk/prodinf.html> http://www.bic.org.uk/prodinf.html (visited 27.7.02)

British Library (2002) 'Publishers support voluntary scheme to save electronic publications for the future' <http://www.bl.uk/cgi-bin/press.cgi?story=1229> http://www.bl.uk/cgi-bin/press.cgi?story=1229 (visited 27.7.02)

Cedars Project (2002) 'CURL exemplars in digital archives' http://www.leeds.ac.uk/cedars/index.htm (visited 27.7.02)

Cox, John (1998) 'Is everyone passing the buck'. Journal of information science 24 (6) 1998, pp. 444-446

Davies, John (1998) 'Safe deposit: a UK publishing view'. Alexandria 10 (2), 1998 pp.159-166

Electronic Publishing Services Ltd (2002) 'Proposed legislation to extend legal deposit - cost impact assessment' <http://www.epsltd.com/> http://www.epsltd.com (visited 27.7.02)

Harris, P.R. (1998) A history of the British Museum Library 1753-1973. London: The British library, 1998

Muir, Adrienne & Davies, J. Eric (2000) 'Legal deposit of digital material in the UK'. Alexandria 12 (3), 2000 pp.151-166

Smith, Geoff (1999) 'The legal deposit of non-print publications'. Serials, vol.12, no.2, July 1999

Stoker, David (1997) 'Tangible deposits'. Journal of librarianship and information science, 29 (2) June 1997, pp.65-68

Whitaker, David (2001) 'Nobody expects the Spanish Inquisition'. Library Association Record, 103 (8), August 2001, pp.492-493

Working Party on Legal Deposit (1999) Code of practice for the voluntary deposit of non-print publications <http://www.bl.uk/about/policies/codeprac.html> http://www.bl.uk/about/policies/codeprac.html (visited 27.7.02)

Working Party on Legal Deposit (1998) Report. <http://www.bl.uk/about/policies/workreplegdep.html> http://www.bl.uk/about/policies/workreplegdep.html (visited 27.7.02)

The Worshipful Company of Stationers' and Newspapers Makers <http://www.stationers.org/history/intro.htm> http://www.stationers.org/history/intro.htm (visited 27.7.02)

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 118-140-E
Division Number: IV
Professional Group: Bibliography
Joint Meeting with: National Libraries
Meeting Number: 140
Simultaneous Interpretation: Yes

Cooperation and Conflict Between Deposit Libraries and Publishers in the Czech Republic

Bohdana Stoklasova, Alena Suchankova,
Jaroslava Svobodova and Hana Nova
National Library of the Czech Republic
Prague, Czech Republic

General Introduction

This paper describes the relationships between publishers and the national bibliographic agency in the Czech Republic. The Czech Republic is a small country in the centre of Europe. It is one of the countries that, after several decades of a totalitarian regime, regained freedom in the late 1980s. The existing situation in relationships between publishers and the national bibliographic agency, and the ensuing legal problems, need to be viewed from the historical point of view. As a general rule, after a long period of total control over everything it is necessary in many areas to go through a period of no (or minimum) regulations (and often of chaos) before mutually advantageous relationships of cooperation between publishers and libraries can be established. This is typical for the situation in a majority of post-totalitarian countries.

Monographs

Introduction

Although the publishing industry and libraries may be operating within the same socio-political environment, the two are diametrically different from the point of view of the processes they employ to create specific social values, and their representatives find it very difficult to communicate with each other. In the Czech Republic, the two sectors have been developing differently since 1989, and although they may have basically the same goal; i.e., to mediate results of human intellectual endeavours to people at large, their starting points are fundamentally different. While publishers are primarily motivated and limited in their activities by economic motives, libraries operate on the "public benefits" principle. This is the main reason for the non-existence of joint projects, reluctance to cooperate, and also the reason for a degree of wariness on both sides. The two sectors basically co-exist without cooperating with each other in any particularly rational or effective way.

The transformation of the publishing sector after 1989 brought with it certain changes which, in their consequences, cannot be always considered as positive: it marked the end of a relatively well organized and functioning distribution network including a network of bookshops, of a unified system of introducing new books on the market (every Thursday), of a comprehensive and reliable information system about new books to be published, and of the system of controlled and fixed prices of publications, which has led to changes in pricing policies whereby pricing decisions became the exclusive right of individual publishers and distributors. (In 2001, for example, the book price was printed in only 28.9% of titles). Libraries have more or less been grappling with the consequences of these changes ever since.

The publishing sector has not yet developed tools for a systematic monitoring of its own professional activities. A number of long-term statistical indices, general as well as specific analytical and marketing studies, and theoretical and prognostic studies for the monitoring of developmental trends in individual areas are missing. For example, statistical data on the annual production of non-periodicals and periodicals in the Czech Republic are prepared only on the basis of legal deposits in the National Library of the CR; data on the growth and development of prices of publishers' products are only estimated; etc. And the Association of Czech Booksellers and Publishers does not seem even to have comprehensive data on publishers, distributors or booksellers.

Contact circuits

ISBN, ISMN

Compared with the situation prior to 1989, the 1990s marked a significant increase in the number of publishers, accompanied by a disappearance of well-known (previously state-owned) publishing houses, privatisation and the rapid development of private enterprises, mergers, bankruptcies, etc. Because information, addresses and contacts were difficult to get, it was next to impossible to orientate oneself in the ensuing situation.

The relatively most comprehensive directory of publishers in the country is systematically developed by the ISBN and ISMN National Agencies, which are specialized departments of the National Library of the Czech Republic. In 2001, a total of 5471 publishers were registered, of which 3081 were registered only in the ISBN system, 2351 were not registered in the ISBN system, and 43 were printed music publishers (about 1100 of the total are active in publishing). In its annual printed directory, the National Library of the CR publishes the "List of Participants in the System of International Standard Book Numbering – ISBN- in the Czech Republic" with Appendix "List of Participants in the System of International Standard Music Numbering –ISMN- in the Czech Republic". The trade association does not participate in the publishing or editorial work on the directory. The electronic version of the directory is of course available on the Internet pages of the Library.

The operation of the ISBN and ISMN systems in the CR is based on generally accepted international rules and regulations. The participation in the system is voluntary, and national agencies usually contact publishers directly. Important materials are available on the National Library websites. The ISBN and ISMN numbers are given in publications, in records of the Czech National Bibliography, and usually also in materials of publishers and various newspapers and magazines carrying information on the latest publications.

Information on publications in print

There can be no doubt that the biggest problems for libraries stem from the continuing absence of an integrated information system on books being published. In this respect, cooperation between libraries and publishers is virtually nonexistent.

Before 1989, a centrally published weekly "New Books" listing had a "Just Published" section where it listed, with abstracts, and thematically classified, all titles to be published on a specific date (those were the regular Thursdays mentioned above), and another section "To Be Published Next Week", which announced titles to be published at the next date. Besides, publishing houses published their official plans of new publications (annual, quarterly) as a matter of course; those plans, however, needed an approval from appropriate government departments.

In the early 1990s, the publishing sector underwent two fundamental changes: the new arrival of the market economy marked the beginning of its rapid and dynamic development, and, at the same time, the state relinquished its financial and supervisory role. The number of publications increased dramatically while the total number of copies of individual titles issued at one time decreased significantly; book prices grew rapidly and significantly, and were further increased by VAT (depending on the type of document, the VAT may be zero, 22% (basic rate), or 5% (reduced rate)). The commercial nature of the publishing completely disrupted the mechanisms on which the comprehensive information system had been structured.

Information on recently published books (sometimes also about editors' plans) is published in specialized periodicals of various publishers (e.g. the New Books supplement of the Literary Papers weekly, the Book News of the Association of Czech Booksellers and Publishers, the K Revue monthly). Then there are various commercial printed materials with offers of publishers, booksellers and distributors. And last but not least, information is also provided on the Internet where many publishers, distributors and booksellers have their own sites. All the above sources have one shortcoming in common – they are incomplete and overlapping; they only contain those titles that publishers, distributors and booksellers submit for publishing; so while some titles are listed in all of the materials, others, particularly regional and less commercially attractive titles, are not listed at all. Besides, the materials differ in the scope of data they provide, in their reliability, and in their topicality. All the above sources are clearly commercial in their character.

The relatively most comprehensive source of information in the Czech Republic on new publications is the Czech National Bibliography http://aip.nkp.cz/index.htm
prepared on the basis of legal deposits received, which accounts for its "books-registration" character. The National Library also publishes its O.K. http://www.nkp.cz/baze_dat/ok/ok.html
biweekly – Books Announced to the National ISBN Agency and the National Agency ISMN in the Czech Republic. Because those titles have only been announced, it is not clear when they would really be published.

The growth in the number of books published since the 1990s is illustrated in the table below. The data have been taken from official annual statistical surveys of non-periodical publications for the Statistical Year Book of the Czech Republic published by the Czech Bureau of Statistics (the same data are sent to the UNESCO Statistics Year Book). The statistical survey is prepared by the National Library of the CR based on legal deposits received. The methods of data processing are based on the revised recommendations on production and distribution of books, newspapers and magazines adopted by the 23rd General Conference of the UNESCO in 1985.

Year	No. of titles
1990	5 459
1991	6 057
1992	6 743
1993	8 203
1994	9 309
1995	8 994
1996	10 244
1997	11 519
1998	11 738
1999	12 551
2000	11 965
2001	14 321

Legal deposit

Legal deposit is a subject of disagreement in both opinion and practice between publishers and libraries. Publishers believe they are the economically injured party because they must hand over, free of charge and at their own cost, a certain number of copies of each non-periodical publication they publish. Legal deposit provisions receive practically no support from the publishers' trade association (Association of Czech Booksellers and Publishers).

The pertinent legal regulation, that is the “Non-periodical Publications Act 37/1995 Sb.”, refers to national legal deposits (4 copies), regional legal deposits (1 copy) and the "first right to purchase" option. At the same time, it specifies which libraries are the authorized recipients of legal deposits, and which libraries may claim the "first right to purchase" option for books published and must be contacted by publishers in this respect. This new law reduced the number of legal deposit copies to 5 from the previous 27. However, this reduction did not prevent the publishers from trying to avoid this duty.

The Act "negatively" defines the extent of the legal deposit provisions; i.e., it lists the documents that do not fall within the category of "non-periodical publications" and are therefore exempt from legal deposit obligations. All other documents, i.e. books, cartographic documents, printed music, graphical documents (posters, picture postcards, picture calendars), sound recordings and electronic documents stored on "material" media (and of them only those that have the characteristics of a non-periodical publication), fall automatically within the category of obligatory legal deposits. The Act also sets deadlines by legal deposits reach the libraries, deadlines for complying with the "first right to purchase" provision, obligatory data that have to be present in the publication, and penalties, including the maximum fines, for not complying with these statutory obligations.

The Act is not burdened by any superfluous provisions, and it is, generally speaking, clearly and unambiguously worded. It does have one major shortcoming, though: it is based on the assumption that the date of the publication's first public distribution is known or that can be ascertained, and all other deadlines, including penalties, refer to it. In everyday practice, however, that date is unfortunately almost impossible to ascertain through common publicly available means.

In order to avoid complications related to legal deposits, the National Library publishes relevant information for publishers on its websites, provides one-to-one consultations, and distributes copies of relevant legal regulations and addresses of authorized recipients of legal deposits.

But the practice of legal deposit is far from the automatic process envisaged by lawmakers. The National Library has been forced to keep up voluminous correspondence with publishers asking them for missing legal deposits and reminding them of their obligations. Reminders are needed in the case of about one-third of all legal deposits received. Reminders are sent to publishers who

- send only one copy (the National Library is entitled to two copies of each edition),
- fail, for various reasons, to submit legal deposits, or are not aware of their legal obligations,
- usually wait until they are reminded of their obligation (and then send legal deposits with a long delay),
- send legal deposits only after they have received the second reminder with the warming of the risk of administrative procedure against them carrying a fine of up to 50,000 Czech Crowns (some 1,500 USD),
- have ceased to send legal deposits to the Library, cannot be contacted and letters are returned undelivered (the missing titles are registered as temporary desiderata),
- do not respond as a matter of principle (or claim that the Act does not affect them), and demonstrably publish more and more new titles; in such cases, the full use of legal provisions about penalties is made use of.

Although the use of administrative procedures carrying a fine for the failure to provide legal deposits is considered as a last resort measure, in some cases it may well be the only way to make sure that legal provisions are implemented. Everyday practice has shown that publishers cannot be expected to become more accommodating. The National Library as well as other authorized recipients of legal deposits have certain obligations that stem from their positions and roles that they must fulfil. That is the reason why they must deal with defaulting publishers and missing documents on an individual basis, and with perseverance, making full use of all legal instruments available.

Serials

Before 1989:

Newspapers and journals had to register with the authorities for publications and information (federal, Czech, and Slovak), and with Regional National Committees. The publishing sector was very small (50 Czech and Slovak publishers of newspapers and journals). Each year, a "Catalogue of Newspapers and Journals in the CSSR" was published for official use by the Federal Office for Publications and Information). The question of legal deposits and copies for professional purposes was regulated by Legal Deposits Decree 140 of 1964 issued by the Ministry of Education and Culture. The NL of the CR was entitled to 2 legal deposits.

After 1990:

The situation developed along the same lines as in the publishing of monographs. The rapid growth in the number of newspapers and journals is shown in the table below:

Year	No. of titles
1990	1939
1991	1863
1992	2057
1993	2128
1994	1919
1995	2 291

1996	2 076
1997	2 476
1998	2 528
1999	3 113
2000	3 295
2001	3 364

The situation in the publishing sector became very confused, circulation of periodicals dwindled and their prices increased. The distribution network began to crumble, and new distributors appeared. The number of publishers of periodicals increased to about 1,600 – 1,700. The 1964 decree become obsolete, and work on a new legal deposits bill dragged on. The duty for publishers to register with the Ministry of Culture still exists, and thanks to voluntary cooperation between the NL and the Ministry and some district authorities, the NL receives copies of the publishers' registration forms (albeit not from all and not regularly). The registration can be used to send out reminders if legal deposits are not received.

The NL of the CR cooperates with A.L.L.Production, a private company, which publishes the "Complete Catalogue of Periodicals Published in the CR" (http://www.predplatne-tisku.cz, published once a year in the printed form and on the CD-ROM, but having no role in the acquisition of new titles by the NL). The NL also cooperates with the Union of Publishers of Periodicals (UVDT), see http://www.uvdt.cz. The Union monitors professional activities of publishers, circulation figures, advertisements, it carries out various readership surveys, etc. It has 52 members covering 100% of dailies and 50% magazines, and 108 independent on-line products. The cooperation has no role in the acquisition of new titles for the NL.

A new Publishing Act 46/2000 Sb. came into force in February 2000, which:

- specifies the publishers' rights and obligations
- introduces registration of periodicals at the Ministry of Culture, and declares their public accessibility
- defines data that must appear in periodicals
- defines recipients of legal deposits (16 libraries)
- sets fines for the failure to deliver legal deposits by specified deadlines

The National Library of the CR receives 2 legal deposit copies. Based on the titles received as legal deposits, records for the Czech National Bibliography – Periodicals and statistical reports for the IPOS and UNESCO are prepared. Data from the ISSN database are used for the work (http://www.issn.cz/issn.htm).

Information on publishers' obligations and the titles that the NL received over a certain period are made available for publishers and other interested parties at http://www.nkp.cz/start/knihcin/periodika/pv.htm. Reminders are sent out as a part of continuous monitoring of titles received.

A simple access to the Ministry of Culture register is needed to facilitate access to information on the titles registered and their publishers. This would help identify legal deposits not delivered and made it possible to send out reminders. The publishers should also be made more aware of their obligations towards libraries.

Conclusion

There is no cooperation between publishers and libraries worth mentioning. Book publishers complain of the large number of legal deposits they are requested to submit. Cooperation with the Union of Publishers of Periodicals is very good, and there are no problems with legal deposits from its members.

Cataloguing in Publication

Cataloguing in Publication (CIP) was introduced in the Czech Republic in 1992 on the initiative of the National Library of the Czech Republic, which found its inspiration in CIP records in foreign publication. The primary objective was to help library cataloguers in their work. In the early1990s, nobody in the Czech Republic had any experience with CIP. Based on surveys of printed materials of other institutions, foreign computer databases and a study of CIP recommendations by IFLA, the basic descriptive level for CIP records and conditions for publishers was set up. It was decided that the time necessary for CIP processing should be 48 hours.

When the theoretical definition of the CIP record and its content were developed, the discussion turned to what limitations should be set for the selection of potential candidates for CIP. Purely commercially oriented production (Zelezny, Harlequin), and possibly also textbooks, were to have been excluded. The majority of books processed today are non-fiction, but there are some textbooks and novels also.

Advertising was limited to what was available, and included mainly ads in papers and trade journals, together with personal contacts in publishing houses. At present, of course, much more flexible methods, e-mails and the Internet, are used.
The benefit for publishers is not only the cataloguing record in the publication, CIP records are regularly published in the O.K. (New Books) bi-weekly of the NL, and are also posted on NL's www pages.

The quantitative and qualitative aspects of resource materials changed in accordance with the changing situation. Some data proved irrelevant and were no longer requested; others, on the other hand, were newly introduced. The format soon stabilized and has remained practically unchanged until the present day: proofsheets lent for a minimum period of time or the minimum amount of essential data made available through summaries, Xerox copies of title pages, colophons, etc. The publishers' requests are much more modest than their original interest suggested, and for some publishers and editors even a minimum effort and summarization of necessary information seems is an insurmountable obstacle for various reasons; today, we produce CIP records for about 15 – 20 publishing houses, with an annual average of publications processed between 300 to 400. This of course is very little (about 3 per cent) compared with the total volume of legal deposits. Most of the cooperating publishing houses are small and medium-sized companies with a limited output, sometimes only a few publications a year.

There are a number of reasons for the lack of interest on the part of publishers: there are many factors of different character, both objective and subjective, in play. (Note: the representative of the Publishers' Association believes that CIP is good for nothing and rejected our cooperation offer; on the other hand, he wants to build their own database of books to be published). Just a few comments:

- Publishers send reports to the ISBN Agency of the National Library of the CR on books to be published, and then they send a legal copy. They consider it superfluous to send information to yet another department of the same institution.

- Publishers think that cooperation is not obligatory and the decision to do so, which is not linked to the legal copyrights or tax exemptions, is entirely at their discretion. In spite of advertising efforts and the fact that the "service" is free, only publishers themselves will decide whether they want to send in the data or not.

- The O.K. biweekly, which gives publicity to CIP contributors, mostly includes only records provided by the ISBN Agency. The difference in the quality and scope of records does not mean any significant increase in value.

- The Czech Republic has traditional sources of information for booksellers, libraries and readers (journals New Books and Book News), which at present are a more attractive advertising tool for publishers. There are some other commercial tools trying to establish themselves on the market.

In spite of the above problems, cooperation in CIP remains a way of achieving a closer cooperation with publishers and, last but not least, of quickly producing good-quality records that libraries could take up. There are several ways the agenda could be broadened in the future. Giving some advantages to contributors (e.g. tax exemptions) would be the ideal solution, and a closer connection with the ISBN (to include information on CIP in the ISBN material) or with the publishers the "first right to purchase" option would also be useful. Another option is an offer of a more effective promotion (e.g. including excerpts of texts in the database). In this case, however, the National Library would find itself in a keenly competitive environment where its position as a state institution would not be an easy one. Short-term objectives might include starting discussion to see whether the original limits were not set too narrow, and whether it would not be wise to stop selecting publications for CIP and make it possible for all the publications to be included.

Conclusion

After analysing the “cooperation” of publishers and the national bibliographic agency in the area of monographs, serials and the CIP, it is obvious, that our situation is far from ideal. It is necessary in many areas to go through a period of no (or minimum) regulations (and of chaos in many times) before mutually advantageous relationships of cooperation between publishers and libraries can be established. Nowadays we have technical tools for integration of different resources (at http://www.jib.cz),
provided that they are available via the Internet and adhere to standards. However, we need mainly to establish mutually advantageous relationships of cooperation between publishers and libraries as soon as possible.

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 096-141-E
Division Number: V
Professional Group: Rare Books and Manuscripts
Joint Meeting with: -
Meeting Number: 141
Simultaneous Interpretation: Yes

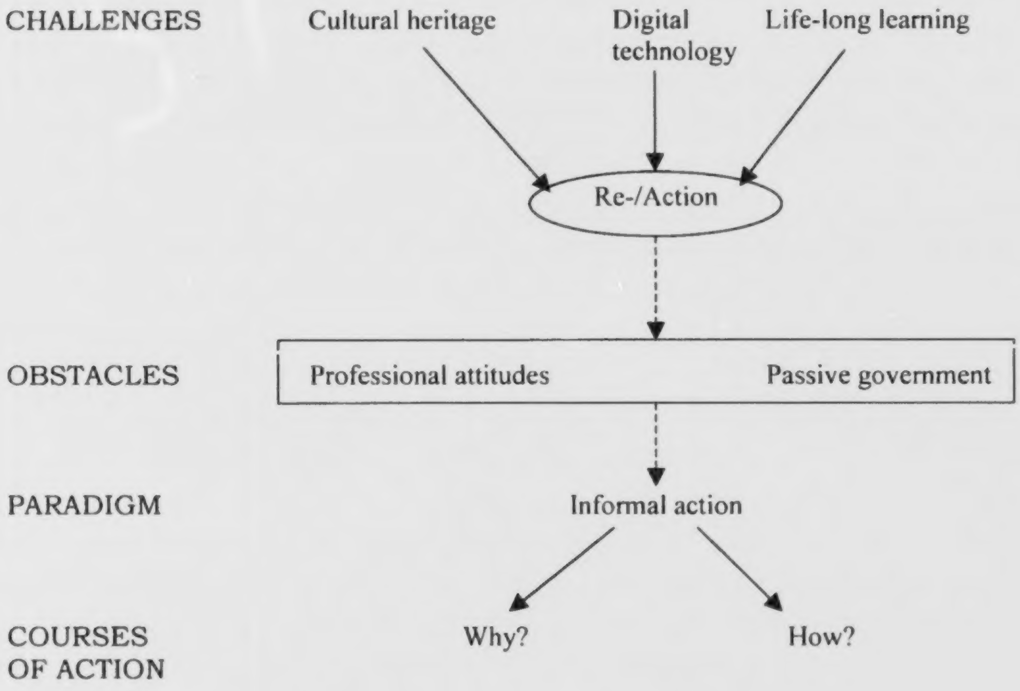
Means before purpose the development of cooperation between cultural heritage institutions in Sweden

Wolfgang Undorf
Royal Library of Sweden
Stockholm, Sweden

Abstract:

Cooperation between archives, libraries and museums is on the cultural policy agenda in Sweden as well as it is in other countries. Yet there are some characteristic features which this paper emphasizes by means of a theoretical structural analysis of Swedish cultural politics and actions. What characterises the development in Sweden is the lack of an overlapping political plan. Instead, informal actions with all their short-comings have tried in order to give satisfactory answers to the challenges that emerged on the scene during the 1990ies. The author analyses challenges, obstacles, paradigms and courses of action which are constitutional for the situation today as well as for the future.

In my paper, I want to describe the development of cooperation between libraries, museums and archives in Sweden (ALM cooperation) since the beginning of the 1990ies. I will show you, I hope, what happened in Sweden when cultural heritage institutions were confronted with external and internal challenges, obstacles, and paradigms.
My account will not be chronological, because the development in Sweden hasn't even once run in a straight line. Instead, I have chosen a theoretical structure to analyse actions that have taken place.



CHALLENGES

Some cooperation between **cultural heritage** institutions in Sweden, i.e. archives, museums and libraries, naturally fits within a long tradition of scholarly contacts. There have always been certain, though singular, themes and items which have provided a ground for cooperation. This may be seen as a "purpose before means"-way of collaborating. In the past, museums have opened their galleries for medieval book paintings or artistic book bindings. Book historians sometimes have been invited to participate in preparation of these exhibitions. The highlights of contemporary Swedish book arts are regularly shown at both libraries and museums. On the other hand, in the last years, some major exhibitions at the National Museum of Arts on the topic of cultural relations between Sweden and foreign countries have included books from various historical periods.

Such singular content-based contacts have, though, never led to the establishment of enduring tight connections between institutions with the aim of providing access to content-based intertwined information systems for mutual information on holdings of cultural heritage institutions. So far, cooperation meant traditional, analog relations, either personal relations or event-based contributions.

In later years, the question of preservation of and information about the national cultural heritage has reached a higher priority on the political agenda. The question has been raised whether cooperation on an institutional level could be the answer to all kinds of problems and challenges, as there is shortage of money, closely related public missions, higher complexity with regard to the physical cultural heritage and the dynamics of the digital information society. Both the enormous potential of **digital technology** and its impact on how cultural heritage can be administrated more effectively, and the political focus on the concept of **life-long learning** have great impact on universities and schools as well as on public libraries, museums and archives. It is interesting, then, to realize that libraries, archives and museums first launched serious ALM cooperation initiatives as a reaction to the explosive development of electronic communication technology. Almost all ALM institutions have realized the economical profitability of cooperation and that it does not inevitably lead to renunciation of individual professional attitudes.

Archives, libraries and museums have also been moving closer to each other in reaction to greater demands on cost efficiency and accessibiblity raised in their environment.

OBSTACLES

Today Sweden is able to show examples of cooperative initiatives. This development started only about 10-15 years ago. Most of the initiatives started from municipal or regional libraries and include local archives, less common is the participation of local or regional museums. Many of the people involved are driven by their conviction that cooperation and coordination of information in libraries, archives and museums is technically possible at reasonable costs. This has been confirmed at least of a pilot study at the Regional Archive in Lund 1993.

Nevertheless, compared to the point of departure in Great Britain or Norway, it is easy to state that Sweden has not come very far on its way towards a modern cooperative cultural heritage sector.

One explanation lies in the fact that the three different branches for a long time have been professionally isolated from each other. The ALM sector is characterized by highly differentiated institutional and **professional attitudes**. For example, the professional education of librarians has been institutionalized very early, followed by that of archival staff. Museums on the other hand continue to employ academics with a Ph.D. or MA in their special topics, i.e. art history, archaeology etc., without any of the information technical or educational knowledge that is characteristic for librarians. They are backed up by administrative staff that lacks professional museological education. Most of the regional or local museums even lack professional staff to work in their libraries and archives. Another aspect is the keeping up with individually defined institutional aims, administrative routines and technical means amidst the fact that, within a wider cultural heritage perspective, the borders between different institutions are more or less historically grown constructions. In reality, there are numerous overlapping features. All cultural heritage institutions are part of a complex system with the aim of preserving the cultural heritage. In spite of all this, doors and windows have remained shut for a long time.

Now, things are slowly changing: Not long ago, the Department of ALM, Aesthetics and Cultural Studies at Uppsala University has started an MA education in library and information science as well as courses in archival science, museology and cultural information. **(1)**

The formula "Information and service first" I think containes the essence of librarianship in a nutshell. This characteristical professional attitude has resulted in historically grown and technically matured experience databases, standards and the internet. We just cannot help it: as soon as we see a book, we feel we have to catalogue and register it, making every one aware of a new acquisition! Magdalena Gram states in the latest report on (in translation:) "ALM Cooperation between Archives, Libraries and Museums. A Report by Order of the Swedish Government on the Situation at the National Library, the National Archives, the Swedish National Council for Cultural Affairs and the National Heritage Board", published in March 2002 **(2)**, that the museums that have come furthest with regard to registration of non-object collection are those employing professional staff to take care of their internal libraries and archives. On a local level, public libraries in Sweden often feel that their knowledge in information and registration is missing in archives and museums. According to Magdalena Gram's report, they, therefore, in general have a very positive view on ALM cooperation.

Archivists have been more and more aware of the growing interest in their collections and are trying to keep pace with libraries, for exampel by joining forces with municipal libraries in order to meet upp with public interest in genealogy and local history. **(3)** The beforementioned report by Magdalena Gram states, though, that while cooperation is welcomed, archivists feel uncomfortable about the risk that too much of it might lead to the creation of superior governmental bodies which might restrict the independency of the Swedish archives.

When we look upon the cultural heritage sector as a whole, we cannot help noticing that the most conservative part are the museums. The peculiarity with museums is their keeping their registers hidden from the public, prefering to adress academic researchers while restricting access of the ordinary public to objects to the visual experience of short-lived exhibitions. According to the Gram-report, museums simply appear to be not interested in or equipped for a more substantial ALM cooperation or even for cooperation with other museums.

Another explanation lies in the fact that the Swedish **government** is much more **passive** compared to other countries. The responsibilities for archives, libraries and museums are divided among a number of state departments and municipalities. Despite investigations and official reports which clearly point at the fact that the cultural heritage sector is in need of enduring financial as well as political support, so far the government has restricted itself to only few short-lived preservation and registration projects. The government and municipalities so far have not been able to reach consensus on the more fundamental questions the cultural heritage sector is raising today, such as a need for an analysis of and answer to the apparent lack of sector overarching or even central political steering. Even the simplest but most powerful incitement for development, money, is lacking in today's Swedish cultural political vocabulary.

PARADIGM

The paradigm for Swedish ALM cooperation so far is "**Informal action**".

In 1992, an informal peergroup, called "ABM-gruppen", was formed as a platform for archivists, librarians and museum staff for information on and lobbying for common solutions to technological challenges. **(4)** The members of this group meet irregularly to discuss common issues. Unfortunately, the ABM-group never established itself as a major player on the cultural heritage scene. Characteristic for the situation in Sweden and the lack of interest from the government is the fact that the group never acquired formal authority. Another proof of the lack of formal authority in the cultural heritage sector are the results of a project financed by BIBSAM, the National Library´s Department for National Co-ordination and Development. **(5)** The previously mentioned Lund pilot study had a few years earlier, in 1993, put the stress on the continuing work with authority files. The aim of the BIBSAM project was the preparation of rules for sector-overlapping authority files. After three years, in 1997 [illegible] was back from where it started with a recommendation that resources should be placed at disposal for the preparation of an instruction for sector-overlapping authority files. Due to the lack of funding from either the government or non-government institutions, this instruction still hasn't seen the light of day. Also local initiatives have had difficulties in successfully integrating projects with their ordinary work due to communication and technical problems.

A number of institutions of national importance have lately emerged on the scene with greater success, among them the National Library, the National Museum of Cultural History, the National Archives and the National Heritage Board. Their activity on the field of cooperation is a result of the fact that most of them have certain official or self-assumed national responsibilities. For example, the National Museum of Cultural History has been very active in the field of documentation and preservation of image and photographic collections in museums. **(6)** Lately, even the trade union of cultural workers, DIK, and the Swedish National Council for Cultural Affairs have become active propagating cooperation. **(7)**

So far, every one of these national initiatives has retained in a state of informal, more or less short-lived projects without obligations. It is true, awareness is rising in the cultural heritage sector. The National Librarian writes in an internal statement from May this year, that despite agreement upon goals and visions there is need for more structured and well thought out coordination. But neither the Swedish government nor other clients have considered it their duty to exert pressure upon the institutions within their area of responsibiblity to change attitudes and means. Without a strong all-embracing client leadership, moderated by means of economical incitements, the process which the Swedish cultural heritage sector is in today maybe will need another decade or two before changing attitudes with long-lasting effect. Only then, the national paradigma that characterizes the Swedish development will change to formal action.

COURSES OF ACTION: WHY?

In the last chapter of my paper, I want to look briefly into the ways Swedish cultural heritage institutions have responded to the challenges posed upon them.

One way of respons is to define "**why**" institutions want to cooperate and then they just go ahead with it. Once institutions have reached concensus about the purpose of their work, it will soon become quite clear to them which way they best should achieve it. In this scenario, institutions know why they are doing things and will be able to present collaborative projects in answer to actual needs and ideas without delay. This way, there have emerged a number of local (sometimes regional) projects, though hardly compatible to each other as long as they insist on individual technical and technological solutions. Purpose orientated collaborative projects are intended to meet actual needs and, for example, combine museum image databases with library book catalogues and online texts. In other cases, a library and an archive may share bibliographical and biographical databases searchable from a shared website. **(8)**

Here, today, we find almost solely local or regional initiatives. There is strong focus on the improvement of accessibiblity to the written cultural heritage preserved in archives, libraries or museums as a source for learning, education and scientific research. The search for an adequate answer to the question "why" has led to innovative answers. For example, I want to refer to a number of "facts rooms" or "knowledge rooms" projects that in the future might combine libraries' expertise in information research and mediation, original archival sources and theexperience of education and form typically found in museums. **(9)**

COURSES OF ACTION: HOW?

Another alternative is the answer to the question "**how**", usually by building a common, firm ground of technical means to base any future cooperation upon. Once you know "how" to use computers, scanners, databases, the internet and other modern image and communication technology, and how to correctly register images in one and the same way in different cultural heritage institutions, the aim is to easily adapt different kinds of purposes to an agreed catalogue of means. Registration of images in libraries and museums surely is the most prominent example for such a course of action and it's the way cultural heritage cooperation seems to be understood on a national level today.

"Image Databases and Digitisation - platform for ALM cooperation" is an informal joint project between the National Library, the National Museum of Art, the National Heritage Board, and the National

Archives of Sweden. **(10)** These institutions have been working together for a number of years in a number of successive joint projects in order to come forward to an informal national agreement on the principles of registration of images in databases and on digitisation as a platform for ALM cooperation. The current project is supposed to be finished by the end of this year- you will hear more about it tomorrow by my colleague, Kate Parson. It remains to see if this project results in instructions or recommendations with any practical impact on the daily work of more than the institutions involved.

Generally speaking, such a procedure needs great staying power. Everyone knows from experience, that it takes long time for professionals from different cultural heritage (as well as from other individual professional) branches to come forward to a common language of standard descriptions, database formats and commonly acceptable technological solutions. But, once this project has succeeded, the institutions involved might easily apply these agreements to a whole bunch of projects which both now and in the future might lead to shared resources.

Nowadays, many librarians, archivists or museum staff are aware of the importance of cooperation and they react quite naturally in an informal way to the challenges posed to them. But confronted with cost-conscious clients or the ministry responsible, they may have difficulties to justify the hours of work and the money spent. There will be a certain amount of resistance against spending money and allowing staff to work on standards with hardly any practical project in sight, unless this work is done informally or is supported within the context of a government's cultural ideological framework. And one may never be sure there will be more ideas for cooperation just because there is the means for it.

In reality, today, even successful projects have little if any chance to result in reinforced economical engagement, not even by the state. Maybe certain institutions, therefore, will feel economically exhausted after a project has been successfully finished and it will take a long time to take up again the line of action which initially led to the project. The National Library of Sweden in 1999 launched an investigation of different digitisation projects going on within its organisation, (in translation:) “Platform for Image Databases”. Contacts were sought with other institutions in the cultural heritage sector. One of its aims was the establishments of uniform rules for digitisation and registration of digital images. The National Library's Unit for Maps, Pictures, Music and Posters had expanded with staff which was taken away from it as soon as the project was brought to an end.

If ALM cooperation is not supported by economical incitements and a strong governmental or regional and local leadership, implementation of new rules into daily routines is hardly to happen. So far, I haven't seen any example for this in Sweden at all. With regard to different institutional cultures and the organisational and financial situation of the Swedish cultural heritage institutions today, I am afraid ALM cooperation on a national level will fail part due to professional attitudes, part due to the lack of imagination and innovation with regard to political response to new challenges within this sector. The Swedish government has refused to investigate the current state of affairs of preserving the cultural heritage and to even consider a stronger commitment to a consistent and strong sector overlapping national cultural policy on a long-term basis. This leads to at least a delay in implementation of practical applications of agreements and standards and fundamental aspects of national cultural heritage policy.

CONCLUSION

Discussion of ALM cooperation on a national level has been concentrated on informal aspects of agreements concerning methods for registration of images and can, therefore, be characterized as a policy of “**means before purposes**”.

However, a paradigmatical change in favour of a formal political solution has become more likely now than only a few years ago. Magdalena Gram's report is strongly in favour of a more powerful national coordination of the cultural heritage sector already in the near future. She recommends the building-up of a national framework of rules, recommendations and standards to support ALM work, a national plan for digitisation, collection and preservation of digital material. She also recommends the construction of a national authority file as well as research and education in this particular field. Most important, she, too, proposes the establishment and successiv extension of an ALM function with a coordinating mission. This may finally remove the obstacles which meet ALM cooperation in Sweden today and lead to a change of paradigm. It still remains to see if her report will be accepted as a ground for formal action. But, maybe, even the future of the Swedish cultural heritage might one day lie in the hands of a central coordinating government body.

---

(1) Department of ALM, Aesthetics and Cultural Studies, Uppsala University

http://www.abm.uu.se/

(2) Magdalena Gram: *ABM samverkan mellan arkiv, bibliotek och museer: En lägesrapport på uppdrag av regeringen från Kungl. biblioteket, Riksarkivet, Statens kulturråd och Riksantikvarieämbetet* (ALM Cooperation between Archives, Libraries and Museums. A Report by Order of the Swedish Government on the Situation at the National Library, the National Archives, the Swedish National Council for Cultural Affairs and the National Heritage Board). In Swedish only. Published March 2002. http://www.kb.se/Index/a.htm

(3) *ABM – det fjärde rummet* (ALM – the fourth room) is still more of an idea than reality. http://www.bibl.vgregion.se/z/abm. Read the report (in Swedish only) at http://www.bibl.vgregion.se/z/abm/abm.htm.

(4) Read a short English description of the ALM group at http://www.kb.se/BIBSAM/english/alm/first.htm. There is more information in Swedish only at http://www.kb.se/BIBSAM/abm/grund.htm.

(5) Göran Kristiansson: *Namn på Nätet: Slutrapport från projektet auktoritetssamarbete mellan arkiv, bibliotek och museer*. In Swedish only. Published April 1997. http://www.kb.se/bibsam/bidrag/abmrapport.htm

(6) Fotosekretariatet vid Nordiska museet. Information in Swedish only at

http://www.nordm.se/nm/fotosekr/fotorad.html.

(7) Two reports have been published containing papers from two national conferences reflecting the state of art as well as the future of ALM cooperation in Sweden:

Arkiv Bibliotek Museer: Rapport från ABM-forum 2000. Ed. by Peter Almerud. Published 2001, and *Kunskapens källor: om samarbete mellan arkiv, bibliotek och museer*. Ed. by Peter Almerud. Published 2000.

(8) One of the examples mentioned in Magdalena Gram's report is museum and library cooperation at the Dalén-museum in Stenstorp, Falköping, , but there is no information about it accessible via the internet.

http://www.dalenmuseet.org/

(9) The initial ALM cooperation project in southern Sween has not been documented then. Its successor, the so called ABM-Skåneprojekt (ALM Scania Project), has resulted in at least in a modest webbsite:

http://www.lub.lu.se/lub/abm/MZabm.htm

There is no information on the digital room for ALM-institutions in the region of Västernorrland which dates from the end of the 1980ies. It is continued by the ABM-Y group: http://abm.ylm.se/

The facts room at the Henry Dunker Cultural Centre in Helsingborg has so far not been made accessible online. http://www.dunkerskulturhus.com/intro.html

ALM cooperation in Eskilstuna which is aimed to result in a facts or knowledge room has not been realized yet (Magdalena Gram, p 72).

(10) *Bilddatabaser och digitalisering: plattform för ABM-samverkan* (Image Databases and Digitisation - platform for ALM cooperation). Project leader is Kate Parson.
http://www.kb.se/ABM_plattform/Default_Start.htm

This project is based on the results and experiences with the project *Plattform bilddatabas* (Platform for Image Databases). Report published by Magdalena Gram and Ulrika Kjellman in August 2000 as Royal Library, Report 27. http://www.kb.se/DoIT/bildbas.htm

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 159-141-E
Division Number: V
Professional Group: Rare Books and Manuscripts
Joint Meeting with: -
Meeting Number: 141
Simultaneous Interpretation: Yes

Nobody Knows You're a Dog (or Library, or Museum, or Archive) on the Internet:
The Convergence of Three Cultures

Susan M. Allen
Chief Librarian
Research Library, Getty Research Institute
sallen@getty.edu

I. Introduction:

Greetings friends and colleagues! I am delighted to be here in Glasgow to share my thoughts with you regarding collaborations on digital projects The title of my talk this afternoon is "Nobody Knows You're a Dog (or Library, or Museum, or Archive) on the Internet: The Convergence of Three Cultures." I hope what I have to say to you will stimulate reflection, perhaps provoke controversy, and lead to a dialogue that will continue throughout the conference. First, I would like to muse about the three cultures to which my title alludes. Then I will share with you the findings of a survey to investigate technology use and digitization activities in libraries and museums. Finally, I will share with you some important examples of library/museum/archive collaborations in the United States and draw some conclusions regarding how one should approach collaborative projects. Please do keep in mind that I speak from an American perspective, and what I say may not always apply outside the United States.

II. The Three Cultures:

Let me begin by examining the three distinct cultures of libraries, museums, and archives. My title refers to a famous cartoon (at least famous to those of us from the states) that appeared shortly after the Internet began to take hold of the American mind. I wish I could remember when I first saw the cartoon and where it first appeared, but I cannot. How many of you saw it or remember the expression? I can say at least that it appeared in the early days when we still spoke of the Internet as the "information highway." The cartoon showed two dogs, one was seated at a personal computer. The dog seated at the computer was actively participating in some online activity. While doing so, this dog says to the other dog, "Nobody knows you're a dog on the Internet." I propose to you that this is now the same for libraries, museums, and archives. In the digital world, the distinctions between libraries, museums, and archives go away. Distinctions between these three kinds of institutions disappear because those using the Internet are only looking for information. They do not care where they find it. They do not care what institution has provided it. All three types of institutions are trusted information givers. Often all three types of institutions provide images on the Internet. To the Internet user the distinct characteristics of the source often blur. All that is important is the information or images being delivered digitally. Internet users are often new users of digital information, and they do not care where the actual material resides. They don't care about original format. They make no distinction between "document" and "object." In fact an animal depicted on a zoological museum web site becomes the same as a digitized page of a book or a scanned image of a painting to a less sophisticated searcher.

As a consequence of this behavior on the Internet and the new technological environment, the boundaries between libraries, museums, and archives seem to be going away. In the past libraries provided documents (both multiples and unique items) to users or readers for education, research, and recreation. Museums provided objects or artifacts to an audience of visitors also for education and recreation. Archives provided documents of a specific kind to researchers. Now, all three are providing new documents, that is, surrogates, to Web users. Special collections departments in libraries have been digitizing collections, including books, manuscripts, photographs, and maps. Museums have been implementing collection management systems that include digital image surrogates that they then make available on the web. Archives have been using EAD to produce finding aids for online access and linking surrogates of the actual archival material to the finding aids. Searching across bibliographic records, museum collection management system records, and EAD records is finally a reality. Many anticipate a convergence of values and practice. After all, libraries, museums, and archives are all "learning cultures". They are all educational and cultural institutions. They all preserve our heritage. Libraries and museums have a broad user base, and traditionally in the United States, they are democratic institutions. All three provide resources for life long learning and give access to knowledge. They are centers for research and scholarship, and they facilitate inquiry based on learning. Furthermore, they are supportive of families learning together.

Yet, there are serious institutional cultural differences between libraries, museums, and archives that must be taken into account in order to insure success when collaborative digital programs are planned. I am reminded of a line or two from Michel de Montaigne's essay "On the Custom of Wearing Clothes." Montaigne was a 16th century French thinker who managed to anticipate many of the ideas of modernity. In "Wearing Clothes" he says, "Wherever I wish to turn, I have to break through some barrier of custom, so carefully has custom blocked all our approaches." What are the "barriers of custom" that make collaborating difficult for libraries, museums, and archives? They are nothing more than the cultural differences to which I have just alluded.

At least four "barriers of custom" came to mind when I was preparing this paper. They are 1) professional education/preparation; 2) legal issues such as fair use (a very American concept) and privacy; 3) collection development, and its corollary, selection for the Web; and 4) access provided by metadata.

As we know, especially in the United States, education at the master's degree level in library or information science is more or less a must for holding a professional position in a library. We say it is a "union card." Along with this credential comes induction into a very specific culture that uplifts and actively promotes ethical behavior and professionalism; the rights of individuals, including the freedom to read anything and not to be censored in gathering information; and literacy for all. This means that young American librarians enter the profession with a background common not only to their peers from library school but common to those who may have been in the profession for many years. There is no such common education and training for museum professionals and little for archivists. The master's degree and/or doctoral degree in a discipline are perhaps the most common educational paths for those holding curatorial and administrative positions in museums. Few have received master's degrees in programs of museum administration. Furthermore, such degree programs seem to have little impact on the field. Archivists tend to have degrees in history and/or degrees in library and information science. Some have certificates in archives administration from credentialing programs, usually associated with university history departments. For museum administrators especially, and at some level for archivists, there is little in their educational preparation that is held in common with peers in like positions. All of this means that when librarians work with museum professionals and archivists on collaborative projects, they must not assume a common understanding regarding such matters as legal issues, collection development, and access.

The concept of fair use of library material under copyright is an example. Under this concept, American librarians are accustomed to allowing patrons to make photocopies of copyrighted materials in their collections for personal use only. Museum professionals are not. (How many times have you seen signs in museums indicating that photography is allowed?) Fair use is an important underlying principle in the development of any digital image database given the way that digital data must be copied repeatedly to be served up and given the ease with which an Internet surfer can copy and download files. When planning a collaborative project with museum colleagues be sure to discuss how fair use and copyright impact on your particular project and come to a common understanding. In Europe, the issue of Public Lending Rights may need to be addressed.

Another example is collection development and selection for the Web. Academic and research libraries develop broad collections in depth. That is what is needed to carry out research. Museum collections may have breadth but often lack depth. Museums expect to exhibit their collections to an audience in order to demonstrate an artist's style, a type of artifact, a sort of animal, etc., etc. Archives will have tremendous depth but may have no breadth at all if they are the archives of a single individual or institution. It is far more reasonable for a museum to expect to digitize all the objects in its collection than for a library or archive to ever do the same. This difference may lead to difficult discussions when planning a collaborative project. A library or an archive must develop criteria for selecting material for digitization. A museum may be able to skip this.

Until recently, another serious barrier to collaboration was metadata. Early in the development of technology, libraries developed the MARC format, more recently followed by the Dublin Core, to capture the bibliographic information used to distinguish one book or periodical from another in online catalogs. Archivists followed by developing EAD, or encoded archival description, to mark up archival finding aids for the Web. Museums have been much slower to develop such tools and standards. The recent introduction of collection management systems in the museum environment is finally addressing the need to automate museum collections information. Unfortunately, this history has led to the development of three different standards and best practices (one for libraries, one for museums, and one for archives) that must be reconciled in any collaborative project.

Taking cultural differences into account, I believe it is safe to say that collaborations between libraries and archives can be relatively straight forward as the problems faced by each are nearly the same. Collaborations between libraries, archives, and museums are likely to be more problematic and should be pursued with great care.

III. IMLS Survey:

The findings of a "first-ever survey of technology use and digitization activities in [American] libraries and museums"[1] carried out by the Institute of Museum and Library Services (IMLS) were

BEST COPY AVAILABLE

announced in June. (IMLS is an independent Federal agency of the United States Government created by the Museum and Library Services Act of 1996 to administer the Library Services and Technology Act and the Museum Services Act.) The survey findings shed light on how libraries and museums have implemented technology. More than 700 libraries and museums were asked about their technology use and their digitization activities. Museums, public libraries, academic libraries, and State Library Administrative Agencies all participated in the data collection. Here is what was found:

- 87% of museums and 99% of libraries use some technology, including desktop computers, Internet access, email, standard office software, Web sites, and computerized collection catalogs;
- Technology use is strong in medium and large museums but lags significantly in the smaller museums;
- Museums have fewer sources of funds for technology; 20% of responding museums have no funding for technology;
- 78% of State Library Administrative Agencies reported digitization activities in the past year;
- 32% of museums, 34% of academic libraries, and 25% of public libraries reported digitizing materials.

I think it is safe to conclude that American libraries are ahead of American museums in the use of technology. Furthermore, while four of five of all state libraries have moved ahead with digital projects, only large libraries and museums have done so. IMLS will use the survey findings to encourage best practices in digitization activities including policy development, use of digital registries, and collaboration.[2] In fact, Dr. Robert Martin, Director of IMLS, stated publicly in March that although we have lots of "digital stuff," we still need to create a "digital library" that reflects coherent selection and organization.[3]

In 2000, the IMLS awarded over $3 million in National Leadership Grants for Libraries for such library-museum collaborative projects as the development of multimedia Web-based exhibits, shared access to digitized resources, and links between museum and library Web sites.[4] IMLS will continue to contribute to that endeavor by providing some seed money for future collaborations. It is important to note that IMLS can fund the U.S. side of international projects. In the past, IMLS has funded collaborations between branches of public libraries physically located in museums as well as university, museum, and kindergarten through grade 12 school collaborations. IMLS is encouraging both collaborations online and physical collaborations.

To obtain a free copy of the 42-page report, *The Status of Technology and Digitization in the Nation's Museums and Libraries*, email IMLS at imlsinfo@imls.gov or access it electronically from the agency Web site: http://www.imls.gov/Reports/TechReports/intro02.htm.[5]

IV. Other Collaborations:

It is now my aim to tell you about two other major collaborative projects in the states involving the three cultures of which I have spoken. They are Cultural Materials sponsored by the Research Libraries Group (RLG) and ArtSTOR sponsored by the Mellon Foundation. While both of these projects are sponsored by not for profit organizations, both have or will result in subscription services available to educational institutions. I will end by describing the one educational program I know of for facilitating collaborative projects.

I must say at the outset that I am a member of the Research Libraries Group (RLG) Board of Directors. I was elected in 2001, and I currently have served one year of a three-year term. Therefore, what I have to say next may be somewhat biased. In a January 2000 press release, RLG announced that it had made "electronic access to cultural materials a priority in the opening years of the 21st century."[6] This press release went on to say that "in a collaborative, international effort, [RLG] will be creating shared access to high-quality images – plus descriptions – of the works and artifacts that document culture and civilization. The result will be a globally accessible, Web-based research resource drawn from pre-eminent collections in RLG member institutions."[6] Since RLG members are from the international community and number libraries, museums, and archives, this resource is necessarily a collaboration of all three. January 2002 marked the time when institutions could begin to subscribe to RLG Cultural Materials. The database now contains 121,000 "digitized photographs, artifacts, works of art, rare publications, video, audio, letters, music, and more from preeminent [institutions]… [It] integrates 46 collections from 22 institutions for users to explore, choose from, compare, and use. A flexible Web browser workspace developed for these materials makes this easy."[7]

As an aside, let me say that institutions such as the American Antiquarian Society in Worchester, Massachusetts, and the Huntington Library in San Marino, California, have found RLG Cultural Materials to be an attractive way to get their "stuff" on the Web. Not wanting to dedicate resources to provide digitized materials on their own Web sites, RLG Cultural Materials provides a collaborative alternative that works for institutions like these two independent research libraries. The irony is that while materials from small institutions are available through the RLG venue, sometimes the owning institution is not able to subscribe to the service to bring its own "stuff" home.

ArtSTOR is a digital resource currently in development by the Mellon Foundation. Mellon has recruited the head of the arts libraries from Yale University and the head of information services from the Boston Museum of Fine Arts to head up the project, so clearly their product will be collaborative and contain resources from both academic institutions and museums. Databases created by support from previous Mellon grants such as the images of cave paintings in Dunhuang, China are likely to be included as well as a comprehensive database of images or an image "gallery" for teaching undergraduate art history. Like RLG Cultural Materials, what is produced as ArtSTOR will be only available by subscription. "In working with content providers, the Foundation and ArtSTOR have obtained perpetual, non-exclusive rights to aggregate such materials and distribute them electronically for educational and scholarly purposes."[8]

The two programs that I have just described involve very large organizations with resources to take on comprehensive projects. How do smaller institutions learn to carryout digital projects, collaborative or not? One program I am aware of to address this question is sponsored by the University of California, Los Angeles (UCLA), and my own institution, the Getty Research Institute. It is called "Museums, Libraries, and Archives: Summer Institute for Knowledge Sharing." The Summer Institute has met four times since 1999 to educate library, archive, and museum professionals in how to go about collaborative digital projects. It has been the brainchild of Michele Cloonan of UCLA (and soon to be dean of the library school at Simmons College, Boston), consultant, Cynthia Scott, and Murtha Baca who is head of the Standards and Vocabularies program at the Getty Research Institute. The curriculum this summer included sessions on re-engineering for 21st – century collections, fund raising for digital projects, criteria for selecting materials for digitization, metadata issues, how to collaborate, project planning and management, workflow, and long term preservation of digital resources.

V. Conclusions:

In conclusion, let me summarize: If libraries, museums, and archives are to enter into successful, collaborative digitization projects they must always be mindful of the three distinct cultures from which they come. Furthermore, they must be aware of differences in levels of technology implementation from one culture to another. The recently reported IMLS survey provides evidence of differences in technical expertise to be found in libraries and museums for those pursuing joint projects. Learning more about large collaboratives such as RLG Cultural Materials and ArtSTOR should provide guidance as well.

Finally, let me suggest my seven point program to successful "cross-cultural" projects:

1. Proceed with caution;
2. To avoid surprises, be mindful of cultural differences;
3. At the outset, be sure common goals are present across all participating institutions;
4. Communicate, communciate, communicate!!
5. Allow adequate time for planning;
6. Agree to standards early on;
7. Don't forget the need to preserve the digital product you create.
8.

Always keep these seven points in mind as you enter into a collaborative project that crosses cultures. And, Good Luck!!!!!

---

[1] IMLS Web site, 7-15-02.
[2] IMLS Web site, 7-15-02.
[3] Talk given by Dr. Robert Martin, Director of IMLS, at the OCLC Director's Conference, Dublin, Ohio, March 4, 2002.
[4] IMLS Web site, "All About Grants and Awards," 6-8-01.
[5] IMLS Web site, 7-15-02.
[6] RLG News Release, 1/2000: "Improving Access to Cultural Materials," Mountain View, CA, 7 January 2000, p.1.

[7] RLG News Release, 5/2002: "ALA 2002: What to Look for from RLG," Mountain View, CA, May 10, 2002, p.2.
[8] The Andrew W. Mellon Foundation, "Recent Announcements, New York, NY, April 5, 2001, p.3.

GLASGOW 2002

68th IFLA Council and General Conference August 18-24, 2002

Code Number: 025-144-E
Division Number: IV
Professional Group: Classification and Indexing with Cataloguing - Workshop
Joint Meeting with: CILIP Cataloguing and Indexing Group
Meeting Number: 144
Simultaneous Interpretation: -

Da Chanan / Two Languages: creating bi-lingual name authorities

Iain Young
Librarian
Scottish Poetry Library
Edinburg, UK

Abstract:

With a renewed emphasis on Scottish cultural identity comes a growing interest in the minority languages of Scotland. Many organisations now seek solutions to what is an international concern, creating standard name authorities in a bi-lingual environment. Using as a specific example the project undertaken by the Scottish Poetry Library to create name authorities for Gaelic poets, some with Gaelic and English forms of their names, the issues raised will be examined. The creation of standard name authorities in this situation would be of benefit across all domains in Scotland. The problem of "provenance" is central as many similar names exist, which makes it difficult to create acceptable, accurate identifiers using dates and local or given names. Similarly, name authorities can accidentally be duplicated where it is unclear that different forms of a name exist, between English and Gaelic versions and where non-standard spellings are common. Ensuring the creation of multiple cross-references for all known variations becomes necessary. Identifying reliable reference sources is of paramount importance. Difficulties arise in ensuring that libraries remain in compliance with the BLNAF and AAAF Standards while still taking account of the form of name preferred by the poet, how he is referred to within his local community or the form in accepted use by editors and academics. Issues arise in the relationship with larger organisations, in this instance the National Library of Scotland, and how information can be exchanged to take into account the application of these national and international standards while acknowledging the particular subject knowledge of the special library.

...having two languages constantly in my ear
with only a little conflict between them,
they are like the trees
in my garden, gently nudging
and encroaching but keeping their own identity...

by Derick Thomson / Rauraidh MacThòmais
from The rugged mountain / Meall garbh. Gairm Publications, 1995.

There is internationally a recognisable current trend toward increased awareness of regional and minority languages. This is manifested in political policy and in the work of various projects, all with the shared goal of ensuring the survival of these languages and an appreciation of the diversity which they create. The European Union has in Article 22 of the *European Charter of Human Rights* stated that "The Union respects cultural, religious and linguistic diversity". Resolutions of the European Parliament have been adopted to "safeguard and promote the regional and minority languages of Europe". With this increased international awareness of minority languages, projects have been initiated at a national level to promote and preserve indigenous languages. Within Scotland the 1991 Census showed 65, 978 Gaelic speakers (1.35% of the population) in stark comparison to the 1901 Census figure of 210, 677 (5.2%). That the Gaelic language has been in decline is without question; that efforts are being made to reverse this trend is equally true. The Scottish Executive has in the September 2000 Gaelic Taskforce Report *Gaelic: Revitalising Gaelic a national asset* outlined its view that Gaelic be "a foundation-stone in the building of the new Scotland ... an integral and dynamic component of a self-assured community with economic and social stability and pride in its linguistic and cultural identity". This report led to the establishment of the Gaelic Development Agency who are working to achieve their aim of "secure status for Gaelic and to promote and establish the conditions for Gaelic to grow and flourish".

The Scottish Poetry Library was founded in 1984 and is now housed within purpose built premises in Edinburgh's historic Canongate. The stated aim of the organisation to collect and promote contemporary poetry written in Scotland in Scots, Gaelic and English asserts its position within this climate of linguistic and cultural diversity. In recent months the Scottish Poetry Library has been taking a studied and systematic approach to amending existing name authorities for Gaelic poets in the catalogue and to the creation of new name authorities. The work has in part been prompted by a shortcoming in the current catalogue and further inspired by the fact that the catalogue is now utilising international standard formats for its records, as opposed to the in-house system previously used. The possibilities for accurate cross database searching in the future were also considered. The SPL in this area would appear to be ideally suited to this work having at its disposal published reference works, contacts with individuals recognised as authorities in this field and immediate access to the poems, although not having a Gaelic speaker on the staff. Many organisations face the problem of creating standard name authority entries in a bi-lingual environment and will have common experiences of the inherent difficulties, although some may be particular to Gaelic names.

"It is not so much that people changed their surnames, thought there was a tendency for the obscure to be replaced by the more renowned; rather, changes occurred during transfer from oral tradition to the written record. The ignorance of strangers played its part. But even more damaging to the retention of collective and ancestral identities has been the practice of recording names in an alien orthography, whether of Latin, Scots or, latterly, English."
From *The companion to Gaelic Scotland.* Edited by Derick S. Thomson. P.211 on Gaelic personal names.

BEST COPY AVAILABLE

In a previous migration, the catalogue of the Scottish Poetry Library had lost its cross-references. This was a particular problem for the Gaelic name authorities, since personal names in the Gaidhlteachd are complex; one person can have several variations of their Gaelic name, a give or "local" name, and the English version. In order to re-establish the relationships and institute cross-references between the variant names, and to correct any mistakes in existing entries, a careful revision of the current Gaelic name authorities in the catalogue has been undertaken. At the same time we have the opportunity to make sure that the attribution of poems is correct. Because the Gaelic poetic tradition is tied in to oral storytelling and song, and frequently the person setting down the poem was someone other than the original author, confusion has often prevailed. The catalogue also contains the database of the Scottish Poetry Index, a project which includes the indexing of the poetry content of the Gaelic language magazine Gairm, and this has greatly increased the number of name authorities to be checked.

The creation of accurate and standard name authorities for Gaelic names has implications beyond the use made of them by the SPL. In this project the names of poets taken from individual works, anthologies and from poetry magazines, through the Scottish Poetry Index, are being reviewed. The use made of this by the National Library of Scotland and for the adoption of correct standard name authorities shall be considered later in this paper. There are other areas in which similar work will be required. For example, at present there is an initiative in progress looking to create a database of literature in the minority languages of Scotland. The SCOTS project will in all probability encounter similar problems when it begins to catalogue the works which it is currently collecting. Projects such as the Scottish Cultural Portal proposed by the Scottish Library and Information Council will be reliant on the adoption of standard forms of names, both for individuals and places, for its cross database searching and these will undoubtedly include Gaelic names.

In cases where it is difficult to clearly differentiate between poets with identical names, a common occurrence given the practice of naming children after their parents, it would be ideal to have access to correct information regarding dates of birth, but these are not always readily available. This follows the accepted practice of AACR2 wherin you should "add date(s) to any personal name, even if there is no need to distinguish between headings". For example the following poets where only the dates can be used to differentiate between them, **Caimbeul, Aonghas, 1903-1982** and **Caimbeul, Aonghas, 1908-1949**. In certain incidences where poets can not be assigned dates of birth with any degree of certainty we apply the rules regarding uncertainty over dates (**ca.**) or the indication of period of activity (**fl.**). It is necessary in further cases to make use of local or given names for the poets as qualifying terms as set out in rule 22.19B1, these often include the use of a place name as in **Caimbeul, Niall, of South Uist**. Fortunately suffixes such as this are regularly given to Gaelic poets to differentiate them from other persons with the same name from other localities.

Although in some instances the measures taken to differentiate between poets can prove useful (here used often as a qualifier as set out in rule 22.19B1) a further facet of this practice among Gaelic speakers has proven to be problematic in the creation of name authorities. There is an all to frequent practice amongst the Gaels of assigning to themselves a given or local name, which they may use often in tandem with another name. These would often go further than the addition of a place name to the adoption of another name entirely such as **Am Bard Dubh**, the Black Bard or Poet. Non-standardised spelling is also common with regard to Gaelic names as it is throughout the Gaelic language. Various attempts have been, and continue to be, made to standardise Gaelic spelling. It is still possible for a poet's name to be recorded using numerous spellings for example **Domhnallach, Domhnall, 1887-1967** who is also known by the name **Domhnall, Ruadh Choruna**, and the Anglicised form **MacDonald, Donald**. Where similar names exist these authorities can easily be assigned to records incorrectly, it is also possible that poems written by seemingly different poets could in all possibility be written by one and the same person.

In such circumstances issues of provenance become central and identifying reliable reference sources, not only for the assigning of dates, but for correct or preferred spellings and variant forms becomes essential. It also clearly becomes important to ensure that cross-references to all possible variations are created. The selection of useful reference works was approached by the SPL at an early stage in the project. It became clear that in many instances returning to the original work which was catalogued did not provide the necessary bio-bibliographical information to differentiate between poets when confusion arose. Problems for the SPL were increased by the practice of including name authorities in catalogue records for many poets who have contributed to anthologies, who perhaps had not published monographs. Many editors do not provide indexes to anthologies and give little or no information on the poets included. Further sources of information had to be sought in the form of bibliographies of Gaelic literature, reference books and the consultation of anthologies which did provide bio-bibliographical information. It became apparent that certain editors were able to provide more information regarding the Gaelic poets and the works of experts in the field such as Derick S. Thomson, editor of The companion to Gaelic Scotland [Rev. ed.] Gairm Publications; Glasgow, 1994 and author of An introduction to Gaelic poetry [2nd. ed.] Edinburgh University Press; Edinburgh, 1989 and Ronald Black, editor of both An lasair: anthology of 18th century Scottish Gaelic verse Birlinn; Edinburgh, 2001 and An tuil: anthology of 20th century Scottish Gaelic verse Polygon; Edinburgh, 1999, came into daily use. It is also possible on some occasions to contact these and other individuals directly to clear up difficulties which arise. We are also constantly consulting the online catalogues of the British Library and the National Library of Scotland for clarification, which has the distinct advantage of providing us with models for name authorities which comply with international standards.

In instances where there are multiple variants to a name it is important that authorities are used consistently between organisations. Difficulties arise when seeking to remain in compliance with international standards for name authorities, such as BLNAF and AAAF, while taking account of the form of names preferred by poets or in accepted use by editors, or by which the poets are referred to within their community. The institution best placed to be used as a guide for the SPL in cases where multiple variants of a name exist is the National Library of Scotland. The NLS since its adoption of the USMARC format has utilised the Library of Congress Name Authority File for the establishing of authorities. In addition it submits new name authority records to the Library of Congress as part of the NACO Program for Cooperative Cataloguing. Given the position held by the NLS and the standards to which it adheres it is necessary that the SPL follows the practice of the NLS as a model for international standards, and in instances where a preferred name is in doubt the practice of the NLS will be followed.

Very broadly, the practice of the NLS when Gaelic and English variants of a name exist could be summarised in the manner that Donald John Macleod explains his selection of preferred forms of names in his publication of 1980, 20th Century publications in Scottish Gaelic, that the "author's name is always given in English in the heading, since this is the practice in most reference works and because of the lack of uniformity in the spelling of Gaelic surnames". There were instances when the research of the SPL into the poets themselves and the application of the AACR2 rules appeared at odds with the practice of the NLS. Rule 22.2A1 regarding Choice among different names states "If a person is known by more than one name, choose the name by which the person is clearly most commonly known, if there is one. Otherwise, choose one name or form of name according to the following order of preference: a) the name that appears most frequently in the person's works b) the name that appears most frequently in reference sources". It would often be the case that "the name that appears most frequently" according to the SPL research would be the Gaelic variant where the NLS, and thus the adopted standard, was to use the English variant as the preferred form. The NLS use **MacDonald Donald, 1926-2000** where two Gaelic variants exist and the one in more common use is **Domhnall, Aonghas Bain, 1926-2000**, a poet who used Gaelic for daily use. In these instances as in others the practice of the NLS was followed. It would however be of benefit if procedures could be put in place by which the specific knowledge and research of specialist libraries such as the SPL could be filtered into the work of larger organisations, such as the NLS.

Channels for information exchange taking in to account the application of standards while acknowledging the particular subject knowledge of the special library are what is required. As the NLS is in a position to submit name and subject authorities to the Library of Congress for adoption as international standards so it would be of benefit for similar processes at local levels to allow for the incorporation of qualified suggestions and submissions from smaller organisations. Ideally the creation of name authorities should be undertaken by subject specialists with cataloguing knowledge and a firm grasp of the AACR2 rules and current international standards, and if necessary a knowledge of the languages required. In many instances this is not the case and those completing this type of authority control are experts because they are undertaking the work rather than undertaking the work because they are experts. The ideal situation would be to create the opportunity to feed suggestions for new authorities or amendments to existing authorities into processes by which they can be approved by larger organisations and in this way contribute to the standards applied internationally.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 024-144-E
Division Number: IV
Professional Group: Classification and Indexing with Cataloguing - Workshop
Joint Meeting with: CILIP Cataloguing and Indexing Group
Meeting Number: 144
Simultaneous Interpretation: -

Teaching of Information storage and retrieval at the Department for Information Science of the University of Amsterdam

Gerhard J.A. Riesthuis
University of Amsterdam
Faculty of Humanities, Department of Information Science
Amsterdam, Netherlands

Abstract:

In Sept 2002 the Faculty of Humanities of the University of Amsterdam will replace the current Master curriculum of 4 years by a Bachelor – Master system: 3 years for the BA and 1, 1,5 or 2 years for the MA. At the same time the separate curricula for Archivistics and Information Science will be replaced by one integrated curriculum. In this paper after a general overview the modules dealing with information storage and retrieval are discussed.

Introduction

In September 2002 the teaching at the Department for Information Science will undergo major changes. The so-called "bovenbouwstudies[1]" *Archive Science* and *Information Science* will be replaced by one integrated Bachelor Study (three years), followed by two Master Studies: *Information Science* (one year) and *Archive Science* (one and a half year).

A year will contain six courses ("Modules") of each 280 hours study.

In the following I will first give an overview of all subjects, and then a more detailed account about the modules that deal with information storage and retrieval.

Overview of the Bachelor Information Science

The bachelor study consists in total of 18 modules. 8½ modules are information science modules, 6 modules are optional subjects, of which at least 3 should be linked to a minor, and 3½ are general modules.

@ Modules of information science (major)

Optional modules

& General modules

First year

- Information and society @
- Information and communication law &
- Research skills (140 hours: &, 140 hours: @)
- Documentary information sources @
- Technology and cultural memory &
- Culture and society (140 hours) &
- Information landscape (140 hours) @

Second year

- Information and organization @
- Philosophy of Science (140 hours: &, 140 hours: @)
- Retrieval and representation @
- Minor (3 linked modules) #

Third year

- Methods and techniques of research @
- Information technology and systems @
- Thesis @
- Optional subjects (three times one module) #

Overview of the Master Information Science

- Information logistics
- Information retrieval
- Evaluation of the information facilities
- A integration module
- Thesis (two modules)

Overview of the Master Archive Science

- Archiving processes
- Information retrieval
- The social context of archives
- Comparative archive science
- Thesis (two modules)
- Traineeship (three modules)

Information storage and retrieval modules

Of the 8½ modules of the Bachelor Information Science that form the major Information Science 2½ modules deal with information storage and retrieval. In the two Masters there is a common module *Information Retrieval*. In each year there is at least a half module for what I call in this paper *Information Storage and Retrieval*. With intention I avoid to use the phrase *Cataloguing and Indexing*, because the content of the modules incorporates more than just formal and subject cataloguing. Database theory plays also an important role. In general the subject of the modules will be: how to organize information in such a way that it can be found by interested persons. This question has two faces: at one hand cataloguing (or description) and indexing, and at the other hand: searching. In the pre-computer era the searchers had to know the rules used for catalogues en inventories. From early youth we had to remember that it was more important to know the author of a book than to know its title. At least in continental Europe searching on a title was only possible for books without an author, or with more than three authors. Nowadays the title is more often used to find a document than its author. Documents in archives are these days often electronically available what means that searching can be done by using title words, or words in the texts. Also archive inventories can often be searched by free text methods.

The first year: Research skills

In the first year half of the module *Research skills* will be used to give the students insight how to describe and index documents in the setting of libraries, bibliographies and archives. This means that we will organize exercises in cataloguing and indexing and the making of inventories for archives. It does not mean that we will teach all the details of the (Dutch) cataloguing rules or classifications like the *Universal Decimal Classification*. The punctuation of the *ISBDs* is important for programmers of library software, if at all, but the fields of the *ISBDs* are important because they indicate which characteristics of documents are important.

Second year: Retrieval and representation

The central theme of this module is how information and its users can be brought together, looked at from both the side of the searcher of information and from the side of the producer of it.

The module has the following parts:

- Information objects and pragmatics of information.
- Searching in the Internet and search engines

- Searching of non-digital information. Access to collections of libraries, archives and museums.
- *Surrogate records* for documents and representation.
- Standards for description like cataloguing rules.
- Information languages (classification, thesauri, vocabularies).
- *Encoding*. Standards like MARC, EAD, SGML and XML
- Knowledge intensive methods of offering access to information, like data mining.

The purpose of this module is to give the student insight in and skill with the functions of retrieval, the basic concepts of retrieval and representation, the standards for *encoding* and the use of them, the description and application of metadata for sources of information, strategies for searching, and the relation between search strategies and description.

Third year: Information technology and information systems

In this module the structure and internal working of information systems is the central topic. The concept information system is treated in general with special attention for the storage of information in databases. The emphasis is for a special kind of information systems: systems that manage information objects for a more or less in advance defined group of users or conglomerate of questions. There is no attention for the genesis of information in processes in institutions and the like. Managing of metadata on the base of IRDS (Information Resource Dictionary System) is another topic of this module.

The students which have finished this module will have insight in and skills with information systems and the information technology relevant for these systems, the characteristics and components of information systems, metadata and authority control, functions of database management systems and database search languages like SQL.

Master courses: Information storage and retrieval

This module is a common module for both master courses of the Department of Information Science. It deals with the organization and technology of information systems and the techniques used for providing access to the information contained in them. Points of departure are the possibilities that databases provide, the use of artificial intelligence and the expectations of the end-users. Special attention will be given to new developments such as automatic cataloguing and indexing, distributed databases, search engines, intelligent agents and developments in the field of metadata.

A few themes (in random order):

- Relational and hierarchical databases
- Functional requirements for record keeping systems (bibliographical and authority records)
- Data and metadata: differences and correspondences
- Information languages: controlled and uncontrolled; automated control
- Multilingual information languages
- Metadata-initiatives, such as Dublin Core, DOI, RDF, EAD, etc.

---

[1] A "bovenbouwstudie" is a three-year course leading to a Master title after a preparatory study of one year.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 022-144-E
Division Number: IV
Professional Group: Classification and Indexing with Cataloguing - Workshop
Joint Meeting with: CILIP Cataloguing and Indexing Group
Meeting Number: 144
Simultaneous Interpretation: -

Joined up indexes: interoperability issues in Z39.50 networks

Gordon Dunsire
Napier University Leaning Information Services
Edinburg, UK

Abstract:

The paper discusses issues in the interoperability of indexes to metadata records in distributed information retrieval networks, based on the findings of the CAIRNS and SCONE projects. The Co-operative Academic Information Retrieval Network for Scotland and Scottish Collections Network Extension projects have evolved into embryonic services which fit together to provide user-driven collection identification and selection mechanisms and the ability to cross-search related metadata for item discovery and access. The CAIRNS Cataloguing Issues Working Group identified a number of factors affecting cross-searching of metadata indexes for authors, titles, subjects and control numbers, including local cataloguing policies, content standards, and index structures. The SCONE project has identified issues in subject indexing at the collection level, in particular the relationship between collections with specific subject content and general collections for which Conspectus-type subject strength mappings are appropriate. The papers discusses these findings in a cross-domain context.

The Co-operative Academic Information Retrieval Network for Scotland (CAIRNS)[1] and Scottish Network Extension (SCONE)[2] projects have resulted in two embryonic national information retrieval services for Scotland. The CAIRNS service[3] is a "one-stop-shop" for cross-searching some 20 online catalogues, including those of most of the Scottish universities and the National Library of Scotland. It employs Z39.50 for broadcast searching, with a web-based interface that allows users to save time and reduce information overload from irrelevant catalogues by selecting a sub-set of catalogues before commencing the search. Selection, known as "dynamic clumping", can be made directly on a list of catalogues, or by using information stored in the collection level description record associated with the catalogue. This includes the subject strength, geographical location, and special sub-collections of the collection which the catalogue describes. The collection level descriptions are maintained by the SCONE service[4], which currently contains records for 3,500 collections and sub-collections, and their associated catalogues. SCONE and CAIRNS are semi-integrated, and are expanding to cover libraries in all sectors and domains; further integration will be carried out as part of several new research projects including phase II of the High Level Thesaurus (HILT) project[5] and the COPAC/Clumps Continuing Technical Co-operation project. Frequently used combinations of catalogues and indexes to search are made available in CAIRNS as static "mini-clumps" which can be invoked as shortcuts through the selection process. An example is the "Napier Health Reclassification via ISBN" mini-clump which selects four catalogues and the ISBN search, used by paraprofessional staff at Napier University to identify Dewey Decimal Classification numbers for materials on health subjects.

A significant activity carried out during the CAIRNS project was the establishment of a Cataloguing Issues Working Group (CCIWG), consisting of representatives from the CAIRNS member libraries. This group met several times during the project to discuss cataloguing policies and practices which might affect the interoperability of cross-searching; the group is now being reactivated as part of the Confederation of Scottish Mini-Clumps (CoSMiC)[6], an umbrella organization for disseminating information about distributed searching and discussing associated issues. The CCIWG produced a set of recommendations for improving interoperability by changing local practices in cataloguing and indexing, and retroconverting legacy data, published as Appendix D of the CAIRNS Final Report[7]. These recommendations were subsequently adopted as policy by the Scottish Confederation of University and Research Libraries (SCURL)[8]. It should be noted that at the beginning many cataloguers not entirely familiar with their local policies and practices, or why they had been developed. Participation in the group forced a re-examination of the local environment, and in some instances an immediate revision of out-of-date practices. An important outcome of the work of the CCIWG was to make cataloguers aware of the impact of local conditions on the effectiveness of distributed information retrieval networks; "think globally before acting locally" has become something of a mantra in Scottish libraries.

The CCIWG focussed on the standard CAIRNS searches: Author, Title, Subject, ISBN and ISSN. The "simple" general keyword search was added to CAIRNS at a later date, and was not discussed. Some common themes affecting the consistency of all types of searches were identified:

- The mapping of metadata record elements to the index; what can be searched in the index.
- The format of index entries and availability of search modes; how the index can be searched.
- The depth or granularity of metadata records; precision and recall in searching the index.

Libraries supplied a detailed mapping of metadata record elements to each of the index types, in terms of MARC tags and subfields, which could be compared to the MODELS Library Interoperability Profile[9], now superseded by the Bath Profile[10]. Divergence was found for every index, with some libraries mapping elements not included in the MODELS set, or not mapping elements recommended by MODELS. Comparison tables were published as part of Appendix F of the CAIRNS Final Report[7]. For example, Tables F5 and F6 cover title indexes and indicate that many catalogues do not include title elements from author-title added entries or author series statements. The least divergence was found in ISBN and ISSN indexes, as shown in Tables F9 and F10, as might be expected from the small number of MARC tags that can contain bibliographic control number data; even so, several libraries only offer a combined ISBN and ISSN index, and some include the contents of the record control number tag 001 which may, or may not, contain an ISBN or ISSN. The lack of consistency in the mappings across the CAIRNS libraries means that inconsistent results are returned from multi-catalogue searches. For example, a search for a title by a different author in a work bearing a collective title will fail if author-title entries are not indexed, even though the work may be held by the library in question. While local users of that library may know about this aspect of indexing policy, it is likely that external users will assume the work is not in stock. They may not assume that their search strategy is incorrect because they will retrieve the metadata for the work held in another library. The Group recommended that libraries develop a common mapping for each index type, and ensure the availability of indexes required for conformance to the Bath Profile.

The format of index entries raises two general issues: form and completeness. The content of author and control number indexes is usually created in normalized form. For personal authors, this means presenting the family name first, with given names and other information following; for control numbers this involves stripping out punctuation such as hyphens and blank spaces. Compound family names create ambiguity in what constitutes the actual family name, and it is possible for "Van Winkel" to be indexed under "Van" in one index, and "Winkel" in another, with obvious problems for the user of an author browse index. Leaving blank spaces in ISBNs can cause an exact match search to fail. Completeness of index entries primarily affects author searches. Libraries may follow standard rules for distinguishing between similar names for different persons or corporate bodies, say by adding initials, full given names, and dates successively until the names are distinguishable, but this is often done only in the local context, relative to the local catalogue. A problem then arises when cross-searching that catalogue with another, for the distinction between different authors may be lost in the wider context. The Group recommended the use of the fullest form of names, using a common authority file, as a solution. Completeness may also be an issue with titles if the local system operates a stop-word policy. While stopping common articles and conjunctions such as "the" or "and" has a trivial effect on searching, some libraries have policies of stopping frequently occurring words such as "Scotland". This is often because of legacy system infrastructure restrictions, and is expected to disappear as systems are modernised. In the meantime, this will result in inconsistent retrieval during title keyword searches.

CAIRNS offers two modes of searching indexes: "standard" and keyword. Standard search mode is for matching search terms to the beginning of index entries, and in some cases the whole of the index entry. Keyword searches usually match terms against whole words found anywhere in the index entry. Problems arise when a particular mode is not supported, for example "author keyword", by the local cataloguing system, or has not been implemented. Solutions lie in the conformance of local vendor systems to the Bath Profile, or by adding the appropriate index; cataloguing policies have little impact.

The Group spent a surprising amount of time on ISBN and ISSN indexes. In particular, the discussion raised the issue of the depth of cataloguing, or the granularity of metadata records, in the context of multi-part works and serial formats. Some libraries create a single record for a multi-part work, with parts being described in notes and indexed using added entries, whereas others create separate records for each part. In the latter approach, some libraries link the records explicitly as analytics, while others rely on implicit linkage using added title entries. There was a similar divergence in the way different serial formats are handled, with some libraries creating a single record for both print and electronic versions, and others using separate records. This can have a serious negative impact on control number searches. An ISBN search can retrieve metadata for the whole set or individual part, forcing the user to examine the metadata in detail, potentially at the item or copy level, to ensure that the set or part is actually held by a particular library. An ISSN search for an electronic serial can retrieve metadata for a print format irrelevant to the user's needs. Similar problems were identified for monographic series, which are variously treated as serials, single monographs, or multi-part sets. Although control number searches are affected much less by other issues, they are extremely important to users for identifying works uniquely. In particular, information professionals rely on them for collaborative collection management, and for de-duplication in union catalogues. The CCIWG recommended stricter adherence to international cataloguing standards to alleviate the problem, for example treating electronic and print versions of a serial as different works and ensuring that ISBNs are recorded with appropriate qualifiers. It should be noted that although the proportion of items that can be identified by ISBN and ISSN in networked information retrieval is decreasing as online archive and museum finding aids become available, and as increasing numbers of electronic resources without standard numbers are catalogued by libraries, this may not significantly impact on user needs for comparing like with like. Archive and museum resources tend to be unique, requiring only a single copy of metadata, so de-duplication is not an issue. Multiple copies of metadata for electronic resources may be reduced if cataloguing practices are changed to resolve other problems with online resources.

The Group noted that, while granularity issues for print resources were largely confined to the areas already mentioned, the situation for web-based and other electronic resources was potentially much more of a problem. Some CAIRNS catalogues contain metadata for electronic resources which are deeply embedded in web sites, without reference to other components of the web site. For example, the SLAINTE catalogue records individual poems which are part of a collection of digitised poems which in turn are part of a web site dealing with literature; the "collecting policy" of SLAINTE covers certain writers and poets only, so other poems are not recorded. It is clearly possible that another catalogue records the collection of poems as a single entity, and yet another may record the web site itself as a single entity. Presenting the results of a cross-search across all three catalogues in a coherent, consistent and complete way to the user is something of a challenge, even supposing that a single search could retrieve all three records. Although the Group did not make any recomendations in this area, the CAIRNS project suggested a possible solution, described in Annexe B of Appendix B of the CAIRNS Final Report[7]. The proposal suggests that the CAIRNS network needs only to record web resources once, for use by the network as a whole, if there are no local restrictions or requirements for access. If such records form a separate catalogue within the system, they can be automatically cross-searched by treating the catalogue as pre-selected in any dynamic clump or static mini-clump. Techniques of explicit bibliographic linkage can then be applied to the single catalogue to improve the coherency and consistency of searches. Some work has been carried out by the Centre for Digital Library Research (CDLR)[11] which maintains CAIRNS and SCONE, and the Scottish Library and Information Council (SLIC)[12], to further this proposal by assessing the potential of the OCLC CORC service[13].

The CCIWG had little to recommend about subject indexes and searching. Although Library of Congress Subject Headings is the most common scheme in CAIRNS libraries, it is only used in half of them, as shown in Table F16 of Appendix F of the Final Report[7]. The situation is similar for classification schemes, and although Dewey Decimal Classification is most prevalent, multiple editions of it are in use, with significant differences between editions. The Group recommended the adoption of a single subject authority scheme; the brevity of the recommendation is indicative of the Group's view of the likelihood of this happening in reality.

Further issues in subject retrieval were identified by the HILT project. A Focus Group of representatives of museums, archives and libraries produced a report[14] that identified the desirability of cross-searching online catalogues and other finding aids by subject, along with issues that restrict the possibility of achieving this. Issues were found to be similar to those identified by the CCIWG: resourcing, legacy material, disagreement about standards, and differing standards in use. A subsequent workshop, again with cross-domain representation, showed a clear consensus that the favoured approach to improving cross-searching by subject was to set up a pilot service to map subject terminologies between the major schemes in use[15]. Funding has been secured to do this.

In Scotland, there are separate services for cross-searching online finding aids within each domain: CAIRNS and SCONE mainly cover libraries; the Scottish Cultural Resources Access Network (SCRAN)[16] is primarily concerned with museum resources; and the Scottish Archives Network (SCAN)[17] provides access to archival collections. Each service uses different approaches to subject retrieval; as yet, no attempt has been made to cross-search between the services. However, work on integrating CAIRNS and

SCONE has uncovered a particular issue that is likely to affect subject retrieval across domains. CAIRNS uses Research Collections Online[18], a three-tier thesaurus scheme based on Conspectus, to indicate the subject strengths of general collections. A standard set of subject headings, each with a Conspectus level, is attached to the relevant collection level description; headings can be searched to identify which collections have strength in that subject. The structure of this approach is horizontal: a fixed set of terms with shallow granularity exhaustively applied to general collections. SCONE collection descriptions also have subject headings attached, but only those headings which are relevant to the specific subject of the collection, and with no indication of the "strength". This approach is vertical: a dynamic set of terms with deep granularity relatively applied to collections on specific subjects. If the two services are to be fully integrated, a means of providing users with a coherent facility to identify collections which are either "about" or have "strength" in a particular subject needs to be developed. The challenge to provide better interoperability for access to library, archive and museum resources, particularly on a subject basis, has a long way to go.

References and links

(1) CAIRNS project: http://cairns.lib.gla.ac.uk/ (checked 25 Apr 2002)
(2) SCONE project: http://scone.strath.ac.uk/ (checked 25 Apr 2002)
(3) CAIRNS service: http://cairns.lib.strath.ac.uk/ (checked 25 Apr 2002)
(4) SCONE service: http://scone.strath.ac.uk/service/index.cfm (checked 25 Apr 2002)
(5) HILT project: http://hilt.cdlr.strath.ac.uk/ (checked 25 Apr 2002)
(6) CoSMiC: http://cosmic.cdlr.strath.ac.uk/ (checked 25 Apr 2002)
(7) CAIRNS Final Report: http://cairns.lib.gla.ac.uk/cairnsfinal.pdf (checked 25 Apr 2002)
(8) SCURL: http://scurl.ac.uk/ (checked 25 Apr 2002)
(9) MODELS Library Interoperability Profile:
http://www.ukoln.ac.uk/dlis/models/clumps/technical/zprofile/zprofile.htm (checked 25 Apr 2002)
(10) Bath Profile: http://www.ukoln.ac.uk/interop-focus/bath/1.1/ (checked 25 Apr 2002)
(11) CDLR: http://cdlr.strath.ac.uk/ (checked 25 Apr 2002)
(12) SLIC: http://slainte.org.uk/slic/slichome.htm (checked 25 Apr 2002)
(13) CORC: http://www.oclc.org/corc/ (checked 25 Apr 2002)
(14) HILT Focus Group Report: http://hilt.cdlr.strath.ac.uk/reports/focus2603.html (checked 25 Apr 2002)
(15) HILT Workshop: Report and Conclusions:
http://hilt.cdlr.strath.ac.uk/dissemination/workshopnew.html (checked 25 Apr 2002)
(16) SCRAN: http://www.scran.ac.uk/ (checked 25 Apr 2002)
(17) SCAN: http://www.scan.org.uk/ (checked 25 Apr 2002)
(18) RCO: http://scurl.ac.uk/vuc/rco.html (checked 25 Apr 2002)

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**023-144-E**
Division Number:	**IV**
Professional Group:	**Classification and Indexing with Cataloguing** - Workshop
Joint Meeting with:	**CILIP Cataloguing and Indexing Group**
Meeting Number:	**144**
Simultaneous Interpretation:	**-**

Common Internet Portal for Libraries, Archives and Museums – BAM-Portal (http://www.bam-bw.de)

Gerald Maier
Landesarchivdirektion Baden-Württemberg
Stuttgart, Germany

Introduction

Archives, libraries and museums must through popular demand or through legal obligation not only to maintain the cultural heritage but also to make it accessible for the public. For access and presentation online media and the Internet are becoming increasingly important. The three types of institution have in the past developed different principles and they use different methods to display their collections and make them accessible. In the modern information society users always expect services which permit thematic oriented retrieval possibilities. So, a network of resources with similar content, as is the case with libraries, archives and museum, is a new challenge. It is not a surprise that initiatives, programmes and projects have recently started to develop a virtual integration of the collections from these three types of information service. The new action plan of the European Union "eEurope" promotes the digitization of the cultural heritage with the European network for the digital presentation of cultural artefacts. On the national level we find similar efforts. Since February 2001 the Archive Directory of Baden-Württemberg, the Library Service Centre Baden-Württemberg and the Museum for Technology and Labour at Mannheim have been cooperating in a project promoted by the Deutsche Forschungsgemeinschaft called "Common Internet Portal for Libraries, Archives and Museums. Online Information System" (BAM-Portal), which is the subject of this paper.

The aim of this project is to design a technical procedure which allows these three types of institution to make their digitized resources (information, content services, digitized objects) accessible through a common online portal. For this purpose, a metadata format has to be developed and digitized cultural artefacts in some selected thematic fields will be presented retrospectively.

The starting-point

The Internet has become a serious medium of information and communication. But Internet retrieval does not get easier due to its hidden structures. The frequency of an excessive number of hits in such search engines as Google or Altavista makes precise access to the desired information impossible. One solution to these problems could be the so-called portal-solution, which offers an access-point for defined thematic research. Virtual research using ordinary search engines yields insufficient results for archives. Unlike archives and to some extent museums, libraries have long been present on the Internet via OPACs or virtual library union catalogues. This is due to several reasons:

1. Library collections do not need a provenance-oriented presentation. Databank solutions suit research without the need for context-oriented navigation.
2. Standards for cataloguing and data exchange exist (MAB2, Dublin Core, Z39.50).

The world of archives, like the world of museums, is very heterogeneous. Generally accepted standard cataloguing rules or data exchange formats hardly exist – the understanding and traditions do, i.e. traditions about the administration in the unique archives and archive environments. The Americans have developed the standard "Encoded Archival Description" (EAD). Since 1998 EAD is an accepted standard and is used in the USA and to some extent in other English-speaking countries to generate online research access. A similar standard for description and presentation does not exist for German archives. But it is essential that archivists as service providers in a modern information society develop ideas on how to present their contents and aspire to a unified solution.

Conception and information levels of the BAM-Portal

The main objective of the Bam-Portal is to use the existing digitized objects of the partner institutions and to unite metadata about the data stored there in a centrally structured data file as a base for homogeneous research on these data.

The Internet client has access to the portal and its metadata via a web-browser. The description data and the digitized objects, which have been described, stay on the Internet page and on the web-server of the respective institution. The user gets information about the subject in which he is interested, information about archive materials from the relevant archives and information about the exhibits from the collaborating museums at the same time.

The BAM-Portal offers the following information levels:

1. Basic information about the respective institutions
2. Metadata with references to online helps and online catalogues
3. Online-help and online-catalogue data
4. Digitized objects.

A so-called test-content on "Industrialization in Baden-Württemberg from the 19th century to the beginning of the 20th century" was chosen as part of the project. A research scenario could, for example, be the following: the user is interested on trains in Baden-Württemberg. At present he has to carry out at least three operations with different search tools to find all of the material about this subject offered in different institutions.

- One search in the union catalogue of the southwest library union to find, for example, the title "*Bähnle, Mühle, Zug und Bus : die Bahn im mittleren Schwarzwald*" by Raimund Kolb.
- One search in the stock of the State-Archive Sigmaringen brings to light the digital archive entry on relevant construction documents: *Erbauung einer Nebeneisenbahn von Schussenried nach Buchau 1880, 1896-1997.*

- Finally he finds in the Museum for Technology and Labour the engine *Dampflokomotive Eschenau T3Cn2t* used at this time and perhaps on this railway.

The BAM-Portal permits the retrieval of all three objects in one list of results with only one search using the term "Eisenbahn".

Description, data format and data exchange

Because of their different aims and materials libraries, archives and museums have distinct methods of description. The result is that the information systems and the online presentation of information differ for each of the project partners:

1. The Library Service Centre has as database in the union catalogue of the SouthWest German Library Union with its online accessible OPAC. The description follows the library rules, the Rules for Alphabetic Cataloguing in Scientific Libraries (RAK-WB) using the standardized Machine readable Exchange Format for Libraries (MAB) for data exchange.
2. The archive description follows in a structured manner the principle of provenance. In the Public Archive Administration of Baden Württemberg the description of archive materials is database-oriented using the MIDOSA software, the generation of the catalogue and the presentation is realized with MIDOSA online and with special presentation modules for archive materials developed by the archive directory of Baden-Württemberg.
3. The Museum for Technology and Labour provides a database of its collection using FAUST software, which is not accessible via the Web at present. The museum describes the materials with documentation rules using the subject authority file (Schlagwortnormdatei – SWD) of the Deutsche Bibliothek.

The principal problem of this project lies in the fact that these information systems use distinct methods of description and content analysis in combination for the different materials. Because of their essential and structural differences these formats cannot be the basis of a mutual research.

It is not the purpose of the BAM-project to create a common format for description or to develop common rules suited to an object description in each institution, or to replace completely traditional description rules; on the contrary it is to evolve through collaboration a way which allows retrieval via a common portal. The data of the project partners will be presented with a data mapping onto a common format. The metadata format Dlmeta derived from the Dublin Core will be used as the exchange format. The conditions for the inter-connected research within the BAM-portal provide a convenient model for the selected formats MAB, MIDOSA and FAUST on Dlmeta respectively, building on the underlying Dublin Core. The problem is not the technical conversion of the data, the problem is to adjust semantically equivalent fields in the different formats to Dlmeta. MAB, MIDOSA and FAUST are converted in Dlmeta-XML and then delivered to the datacentre for loading the database.

An additional problem, besides the harmonization of the fields from different data formats is the different use of thesauri and authority files by the participating institutions. The Library service centre and the Museum for Technology and Labour use the Subject Authority File (SWD) and the Person Name Authority File (PND) of the Deutsche Bibliothek. Because the content description of the archive material does not use a verbal indexing system there is no facility for a comparable documentation language. Archives normally index and search on the basis of the so-called principle of provenance. Within the project, the use of authority files and intellectual and automatic verbal indexing will be tested as an add-on value to traditional archival description, and this could make it easier for the institutions to cope with retrieval from related fields of interest.

Strategies and functionality of the research

The BAM-Portal will offer two kinds of research functionality:

1. A search engine for full text retrieval and for research in defined data fields will be provided, including support by keyword and subject heading lists,
2. Subject retrieval in different subject fields will be made possible by hierarchically structured subject headings (hyperlink-list) which can be either automatically or intellectually generated.

Conclusion and future

The first step of the DFG-project "Common Internet Portal for Libraries, Archives and Museums – an Online Information System" was the development of a prototype, using common tools which presents digitized materials about literature, archives and exhibits in an Internet portal and makes them retrievable. To emphasize the superior value of such an inter-connected method of retrieval, the project was limited in the current phase to resources on the subjects "patents" and "hydraulic power". The three project partners hold sufficient digitized materials about these subjects, so the retrieval should result in an adequate convenient recall.

The "Deutsche Forschungsgemeinschaft" has agreed to a one-year extension of the project. The two main aims of the second project phase will be:

1. Extension of the data resources from the BAM-index and extension/optimization of the research system
2. Differentiation of the use and broadened approach of the clients.

Internet-Resources

- Project page: http://www.bam-bw.de
- Project partner:

  – Bibliotheksservice-Zentrum Baden-Württemberg: http://www.bsz-bw.de

  – Landesarchivdirektion Baden-Württemberg: http://www.lad-bw.de
- Landesmuseum für Technik und Arbeit, Mannheim: http://www.landesmuseum-mannheim.de
- Dublin Core and DLmeta: http://dublincore.org; http://www.dlmeta.de

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**097-144-E**
Division Number:	**IV**
Professional Group:	**Classification and Indexing with Cataloguing - Workshop**
Joint Meeting with:	**CILIP Cataloguing and Indexing Group**
Meeting Number:	**144**
Simultaneous Interpretation:	**-**

Libraries and archives: integration of two professions in creating a framework for a thesaurus/classification in Italian universities

Giovanna Granata, Gianni Penzo Doria & Zanetta Pistelli
Universita degli Studi di Padova
Padua, Italy

The attention that archivists have devoted to current archives is in no way comparable with that they have given to historic ones. The litmus test is not so much insufficient attention to classification in archival studies as the absence of editorial criteria.

The framework for classifying, the true act of organizing by subject, must be edited according to scientific criteria, so as to avoid reducing it to a banal listing of offices or organizations which exchange administrative correspondence, and above all a clear distinction between the logical and physical organization, not only of the documents but also of the organizations producing them must be drawn. It must also take account of the fact that classification is a technical activity which, in the hands of unqualified practitioners can create conflicts and lack of certainty in its proper application.

In order to reach a degree of standardization, Italian universities collaborating on project "Titulus 97" (http://www.unipd.it/ammi/archivio/tit_idx.htm) have, since 1997, been working to develop a common classification system, accompanied by an index, so as to obtain a flexible and efficient means of orientation in the classification scheme: the "terms" identified from the documents have been arranged after the lead term and manipulated by rotating the significant terms. This rotation does increase the possibilities of access, but it is accompanied by a loss of intelligibility. It was immediately obvious that the least ambiguous and most controlled terms must be used and yet we were convinced that collaboration between the two professions, librarians and archivists, was a significant bonus, even granted the distinction between their roles and methods.

BEST COPY AVAILABLE

So we have worked on the side of syntax which as far as terminology is concerned presents many problems and reveals a great variation in the construction of terms. In fact, the terms which occur have a specific character, typical of bureaucratic terminology, full of double meanings and colloquial terms to denote procedures and actions. This language is already very complicated in itself, since it relates to complex objects (standards, structures, resources and reports from outside) within a complex organization. Above all, it is used to describe not bibliographic material but administrative documents and the difference is significant. If it is true that the object about which, according to the rule, the actual document carries information may be compared to the title of a bibliographic document it has also to be conceded that with such a document one can rely upon the tried and tested bibliographic practice that, apart from obscure imaginary titles or those that are clearly misleading, the title contains, in summary form, the central theme of the document. Contrariwise, administrative documents, far from having an adequate formula and standardization, often convey their content by specific and minutely detailed references with details which are clustered or fit into a central core in a manner similar to that which can be seen in the texts of laws or the syntax present in a stream of subordinate clauses.

Thus, one has to reformulate the terms and transform the statements to a true condensed form for indexing, with a rigorous citation order and a clear and consistent controlled vocabulary.

In a totally contrary manner to the complexity of these condensed formulae another problem occurs. When creating an index from the schedule of a classification, terms are used in a distinctive manner, different from common practice, and peculiar to the condensed format of the subject matter. This is shownin countless words - for example, "regulations" - consisting only of substantives which clearly group themselves with documents relevant to different, connected situations, irrelevant of the individual significance of each. In these instances, the point of reference is useful to us, forming a title and convenient class. For example, for terms such as "picture frames" or "damages" only references to the titles and the relevant class clarify what is happening, for the first the acquisition and trimmings of picture frames and for the second the disputes subsequent to damage caused to people or to the rights of the university.

Once the subject is reconstructed, it has to be expressed.

By what syntax and according to what principles?

The very first point of reference has to be the "Subject List" of the Biblioteca Nazionale di Firenze, which always has been submitted to many reviews the chief of which is an agent typical of the paper age, in which the efficiency of the recovery of information is left to the significance of word order. This occupies the foremost position in the string and imposes a citation order based on the assumed importance of terms, to ensure direct access. This makes it difficult to express subjects that present different ideas combined together for which, however, it becomes necessary to put in place more than one string, none of which actually comprises the total significance of the subject.

Our choice then is based on an indexing method devised by GRIS (Gruppo de Ricerca sull'Indicazzazione per Soggetto) a method which not only permits the expression of strings appropriate to cover the total meaning of the subject, but still maintains the citation order according to a coherent and rigorous intelligibility. In its development GRIS resorted to studying the theoretical foundations of subject analysis developed principally in England by the CRG (Classification Research Group) and culminating in the PRECIS system. In the Biblioteca Centrale di Firenze a project to revise the "Subject List" in the light of the GRIS methodology is in process.

Following the rules of the GRIS guide[1], to which we revert for a more analytical presentation of objectives and methodology, we have consequently proceeded to identify the role of each concept in the descriptions: action, agent, object, etc., and we have then arranged the terms in the string according to the citation order assigned to each role and according to the criterion of contextual dependence. We give a practical example of the methodology used below. Let us consider a statement of the subject present in the index of a classification schedule, such as: "Mod. 101, predisposition, educational personnel". It involves an apparently simple string, in which one can identify an action (predisposition), an object (mod. 101), and a beneficiary (educational personnel). In reality, the significance of "mod. 101" is not at all clear; it involves a form necessary for the declaration of income for teachers. At this point, one can identify two concepts, each in turn decomposable in subsequent concepts: the first is the "Predisposition of mod. 101", the second "the declaration of teachers' income" On the basis of the analysis of roles, the citation order will be as follows:

Teaching personnel - Revenue - Declarations - Formulary : Mod. 101 - Predisposition

On account of the "denomination" of the origin the advantages gained are better intelligibility of concepts, conveyed in the index to the classification schedule in a synthetic and colloquial form; clarification of the roles of semantics and syntax; access to all the terms without rotation or inversion.

A problem which we posed for ourselves, especially with very complex statements, is the rigid analysis in the identification of roles and in the expression of equivalent terms which determine a compartmentalization more extensive than the strings according to customary natural language. For example:

Doctorates of research - Co-operation - Board of examiners - Nomination - Communication with organizers of the doctorate

Without doubt the strings reconstituted in this way because a prearranged tool is used and controlled by archivist colleagues, can create greater problems than practical advantages for easy application: natural language, even if it is subjected to lexical contortions so as to achieve the most likely retrieval of information, is much more direct than a controlled and greatly formalized language.

In sum, using a coherent syntax for the construction and comprehensibility of strings seems to be a major advantage to us. Indeed, if the classification schedule, and consequently its reference index, is destined to be a useful instrument for all Italian universities which collaborate in project "Titulus 97", totally standardized, controllable, updateable according to clear and predictable criteria, tools are essential for successful co-operation.

Side by side with the work of creating strings of subjects there is the task of controlling terminology: what wordlist should be used? Actually, in the "denominations" used like the index to a classification schedule, despite the legal and administrative nature of the lexicon it lacks the elements of control, giving way to the proliferation of a variety of synonyms or quasi-synonyms, often used in an incorrect way, for example, personnel, subordinates, workers, etc. Sometimes the exact meaning of the sense of the "denominations" was handicapped through the use of homonyms, for example "University diplomas" which in Italy means a sort of course lower than Masters' level, as well as a document certifying the conclusion of a course of study: masters' degree, doctorate. Finally, another problem arose from the use of made up expressions typical of bureaucratic language, for example "periods of work in the public service" or "payments for litigation" which present difficulties of syntactical control on the terminological level: from this point of view, the sparseness of choice plays its part in the choice of the most simple terms and of co-ordinating them at the time when subjects are formulated.

---

[1] Associazione italiana biblioteche. GRIS-Gruppo de ricerca sull'indicazzazione per soggetto. *Guida all'indicazione per soggetto.* Roma: A.I.B., 1997.

Because of the complexity of problems, the definition of vocabulary cannot simply lead to a uniform list but one has to recognize from the outset the need to use a thesaurus to structure the terms in respect of all their reciprocal inter-relationships. The co-operative context of Titulus 97 brought another stimulus to this decision. On the one hand the co-operation of different organizations made it even more essential to create clear and exact tools for vocabulary control; on the other, it guaranteed a strong support for updating which is one of the principL difficulties inherent in choosing a thesaurus.

For the construction of the thesaurus we had to consider starting from scratch, at least for the actual terminology, or making use of existing tools. In this regard, certain well known examples, emanating from the educational field (Eurovoc)[2] or from the legal (TESEO)[3] were looked at. However, the choices of a disciplinary nature did not work very well for the semantic fields covered, owing to the level of specificity needed. A more useful model was the TRT (Thesaurus regionale toscano)[4] drawn up on faceted principles, using general and abstract facets, based on the criteria proposed by the same GRIS which guided us through the problems of syntactical control.

According to those criteria, the grouping of descriptors in facets was effected by the TRT on the basis of the same sorts of concept, for example activity, agent, etc. independent of their specific context of use. As a result, it provides as objective a method of organization as possible which is well adapted to complex terminology and is also easily kept up to date. Additionally, although it was developed in a library environment, it was created in a context which approximates to our terminology: a legal and administrative type of library which supports the activities of the organization "Regione Toscana". It was with this aim that the facets proposed in the abstract by GRIS were more analytically determined to handle the terminology in question. These are: Legal Acts, Activity, Conditions, Disciplines, Forms, Objects, Organizations, Peoples and groups, Process, Place, Agents, Structures, Time, Theories and movements.

Once the choice of the general structure of the TRT had been made as a point of reference, the next task was to ascertain hospitality with reference to the terminology of the "denominations".

Here, we tried to determine the descriptors first, using as an authoritative guide for lexical problems the choice already made by the TRT, the standard ISO 2788:1986.[5] The principles were rigidly applied, always taking into consideration the inherent problems of bureaucratic language; we were paticularly concerned with compound terms which, as we have seen, abound in the index of a classification schedule and we have sometimes chosen to use "accepted" terms without further reducing them to simple expressions, so as not to lose their specificity.

When making a choice between the singular or plural form we adopted the criterion of "countability" following the lines offered by the GRIS guide and followed by the TRT: we used the singular form for terms involving an activity and plural for "count nouns"; in the latter case, however, because of the semantic uncertainty between the use of singular and plural we decided to retain both forms, singular for activities and plural for the result of those activities: laws, documents, etc.

---

[2] Commission of the European Communities. *Thesaurus Eurovoc*. 3rd ed. - Brussels: CECA-CE-CEEA, 1995.

[3] Italy. Senato della Repubblica. *TESEO: TEsauro Senato per l'Organizzazione dei documenti parliamentari*. 3rd ed. Rome: Senato della Repubblica, 1998.

[4] Regione Toscana. *Thesaurus regionale toscano*. Florence: Edizioni Regione Toscana, 1996. A more up to date version may be consulted at http://www.regione.toscana.it/ius/ns-thesaurus

[5] ISO. *International standard ISO 2788: documentation: guidelines for the establishment and development of monolongual thesauri*. 2nd ed. n.p.: ISO, 1986.

For the treatment of proper nouns, that is to say the names of organizations, foundations, consortia, projects, administrative assessments, we opted for an authority list outwith the thesaurus rather than including each within the hierarchy of the thesaurus, given the great variety of descriptors for the universities involved in the project Titulus 97. On the other hand, we put into the thesaural hierarchy the term "common": each university has a different name for its own undertakings, but they all, really, perform the same function.

Inserting terms into the facets of TRT gave good results showing the hospitality of its structure, but the expansion of terminology for university activities in some instances created certain problems given the extreme specificity spelt out in the facets such as "Peoples and groups", "Organizations", "Activity". This lack of homogeneity does not, however, bring into question the general structure of the thesaurus in the way that one might imagine the development of a dictionary could, thanks to the updating of the vocabulary.

As far as the management of relationships is concerned, we resorted to a program called "Beat". Worked out by Josep Sau of the Informatics Centre of the University of Barcelona, it is available free of charge for non-commercial use at the address http://www.willpower.demon.co.uk.thessoft.htm#BEAT from where you can download it. " Beat" sustains the creation of all the relationships recognized by the ISO standard mentioned above: equivalence, which makes the reciprocal from the rejected term but retains it in the thesaurus as a key to access from the accepted one; hierarchical relationships, which connect each accepted term with its superordinate one in the structure of the thesaurus; associative, which signals for every term those which are semantically connected by the thesaurus.

Finally, as far as results are concerned, "Beat" provides different types of output: systematic, alphabetical or permuted.

To use the thesaurus, beyond the hierarchical display, essential for creating thesaural relationships, we thought we ought to offer an alphabetical arrangement in which every term appears with the totality of its relations.

To avoid rotating terms in the strings prepared by archivist colleagues in the first phase of creating the index of "denominations" , we associated each term in the thesaurus's alphabetical list of subjects as it occurred, so as to allow users to access each subject, expressed exhaustively and entirely intelligibly, from each of its elements.

To guarantee reciprocal visibility for terms and subjects an ad hoc program was devised which connects the one with the other.

In the final analysis, for every descriptor in the alphabetical output, the strings are also indicated in their hierarchical position., The strings, in their turn, relate to the title and to the class in which they occurred, so that the thesaurus and the list of titles are not independent of one another, but it is possible to move from one to the other maintaining either the syntax or the semantics.

This allows users, as well as having a guide to the introduction of new strings by analogy with those already existing, without duplication, to effect control from relevant descriptors.

BEST COPY AVAILABLE

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**132-147-E**
Division Number:	**I**
Professional Group:	**University Libraries and other General Research Libraries**
Joint Meeting with:	**FAIFE, Latin America and the Caribbean Regional Office**
Meeting Number:	**147.**
Simultaneous Interpretation:	**-**

The role of university libraries in Latin America in the promotion of democracy and diversity

Adolfo Rodríguez
CUIB/UNAM - Mexico

Sueli Angelica do Amaral
UNB - Brazil

Introduction

Because of the diversity of materials in their collections and because, among others, the main values of librarians is intellectual freedom, free access to information and equity in access, libraries in general promote values which are some of the issues included in this meeting, such as democracy and diversity, the last being related to the tolerance to ideas and beliefs different from ours.

Libraries, especially public ones, have as their main purpose the development of diversity of ideas among users attending them. Society is plural and libraries should show this diversity to the members of the community being attended.

Even though one of the main goals of university libraries is to support education and research, they cannot abandon their role as a place where different social policies, theories and ideologies meet. They are, however, a space to study different art and cultural schools and, in general, to analyze the trends of daily life in a society.

Below is a close view to some of the characteristics of university libraries in Latin America, from a general perspective, since the great diversity does not allow to easily establish constant features.

Latin America is a huge continent including countries with different economic and social development and, even though it is described as a unit, differences make sometimes generalization difficult. Nevertheless, this paper will try to find and state the characteristics of this kind of libraries which contribute to a higher level of tolerance and democracy in the area. However, stress is higher regarding the situation of university libraries in the countries where the authors come from, in which cases their experience is higher.

Latin-American Universities

Latin-American universities have a long history, starting from the University of Peru, the first to be founded, following the rules of that of Salamanca, in Spain, and up to the one in Mexico, which started working first, more than 450 years ago.
Organized in the same way as Spanish universities, where the establishment of professional schools is the main feature and lacking a group of general subjects, as is the case in countries with an Anglo-Saxon tradition, all students should approve the courses common to all disciplines.

Specialization appears in Latin-American universities earlier than elsewhere. Latin-American universities have followed the way of professionalization, which establishes that only after 12-year education in primary and high school will a student enter a professional school, where he/she will obtain the first degree necessary to work as a professional. Because of this, there is a weak or no relationship at all among professional schools and there is no general curriculum so as to have a uniform educational system, as is the case in the Anglo-Saxon educational system. Latin-American universities seem to be more similar to federations of schools rather than universities, as in the case of some other countries, and this structure will have an influence on university libraries, a situation which will be dealt with in later paragraphs.

In some places, as for example in the National Autonomous University of Mexico, the last three years of prior education (high school) are included in university studies. University studies are started, in many other cases, after the accomplishment of senior high school, that is, after twelve years of schooling.

Latin-American universities were considered, by liberal trends in XIX century, as a leader in teaching, or else as a protection for the conservative sector of society. It was there one of the places where XIX century ideological strife took place.

Universities have collected the most brilliant minds and the great intellectual leaders in American and allowed the advance of professional careers which guided American countries through democracy and progress.

As entities, universities have undoubtedly allowed and developed social mobilization. The most talented students from different social strata who have occupied the highest public and private positions have been educated therein. Entering the universities has allowed to fulfill social aspirations of students. Due to the republican structure of Latin-American democracies, which do not consider the existence of nobility, universities provide the society with new titles, based on academic recognitions, which allow social mobilization.

Some professions, as law, medicine and engineering, still have a good social standing. Some others have a lower impact on society, but are nevertheless important within social hierarchy.

There has been, among lawyers and physicians, a great amount of politicians in important positions in local, regional and national governments of Latin-American countries. Therefore, knowledge acquired at classrooms or in student mobilizations has had an effect on political moves in different countries. It is also true that not always have these moves conveyed countries to democracy, since some of the political leaders who studied at universities have promoted the establishment of cruel dictatorships.

In certain periods of our history, universities have faced the government; they have been accused, in some others, of a conservative or progressive attitude, since some groups within the universities pertain to political parties or organizations which try to change the course of the history of the country from their personal political perspective and make use of universities as a political instrument, due to both the political influence and the social, educational and cultural hierarchy of universities.

Teaching staff

Latin-American universities have faced many times a limitation of their academic development, due to a lack of sufficient full-time professors, a situation which makes them hire professionals who are practicing their profession as professors for only a few hours a week. This is a very general statement, since there are also universities with a full-time teaching staff, or else universities which have been creating academic bodies in charge of teaching which fulfill all the proper academic requirements and devote themselves mainly to teaching activities. To resort to professionals practicing a specific discipline in society allows the university to be immersed in social problems from which professors cannot escape, since professors are taking precisely their own daily experience into the university, and therefore not only theoretical problems are dealt with at the classrooms, but rather the reality of the society the university is working for.

Being a university professor is a great social honor, and it is frequent to find out that some professors are not working at the university for a salary but, rather, for the social prestige implied in this activity.

The lack of full-time teaching staff may partially explain the low research activity performed by Latin-American universities in general. However, some universities have reached an equilibrium between such teaching and research activities: the National Autonomous University of Mexico performs, by itself, almost 50% of national research.

Students

Students in Latin-American universities are the most active sector of the social community and, in addition to their studies, commit themselves to the political causes that, according to them, should be defended by the most illustrated community of society. Their activities deal with social, economic and political problems.

Most Latin-American students devote themselves partially to studies. It is normal that class hours are added up, so students will have time available for other activities. Flexible schedules give them free time to work, in order to pay their courses and help their parents for the maintenance of family expenses. There are also students who have enough funds so as not to work, but these represent a minority.

Generally, students in universities attend higher education institutions looking for the social mobility mentioned above, which will allow them to obtain a better position in society, since most of them are the first members of the family who study in a university.

The issue about social background should be made explicit. Otherwise, some of the activities performed by university libraries within social, political and economical parameters distinctive of Latin-American universities and, therefore, of their libraries would not be understood.

Sometimes students participate in a very dynamic way in political activities dealing with the social marginalization of broad strata of society, by participating in different student organizations. Sometimes Latin-American universities have been occupied by groups of activists who do not have anything or almost anything to do with academic activities and who are rather interested in making students participate in activities designed by such political groups. It is not frequent, but sometimes the police or the army have been forced to recuperate universities occupied by political groups. Cases such as the Central University in Venezuela, the San Marcos University in Perú or the National Autonomous University of Mexico do not occur everyday; however, they help us remember the fact that the universities are culture broths for political activity of parties.

Due to the low socioeconomic level of students, a considerable percentage of them cannot buy textbooks, which has important effects on the development of collections. However, this and other issues will be dealt with when library services will be analyzed.

In the case of the National Autonomous University of Mexico, we find that a high percentage of its students do academic homework at home, in the same space where the family eats, watches TV and meets for conversations. Perhaps this is the reason why a great number of students attend libraries to do their homework, and not necessarily to consult bibliographical materials.

University libraries in Latin America

The main users of university libraries are professors and students, and it is their mission to provide the information necessary for the development of teaching, research, and the extension and preservation of knowledge.

In order to better understand university libraries, these should be studied at their environment, from which they cannot be separated. University libraries is necessarily a reflection of the social, political, economical and cultural organization of each country. Deficiencies of Latin-American economies are reflected in the economical situation of universities, which allot small amounts for libraries because they do not have access to large budgets. If society does not appraise libraries in general, if this institution is not considered as a resource for social development, why should university libraries be considered as an important element of the activities of the institution, providing them with recognition, respect and support?

Now that the paradigm of the age of information establishes the access to information as the most important subject, which substitutes the preservation of information, the role of the university and, therefore, that of university libraries, consists in not ignoring the continuous importance of the preservation of knowledge through centuries.

This way, both universities and Latin-American university libraries face big challenges in order to adjust to modern patterns and, therefore, should favor the conditions for information access with the use of advanced technologies, each time more on an electronic, digital or virtual basis. At the same time, the increasing problem of taking decisions regarding documentary collections to be continuously integrated to those collections stored in physical installations should be continuously dealt with.

Personnel

Regarding those responsibilities related to university libraries, it can be said that only in the case of the most developed countries, specially Brazil and possibly Colombia, the personnel working at university libraries has been constituted by library professionals. In the last few years, there is a tendency in Mexico to gradually hire more professionals in management positions. Even though university libraries are the best ones, most of them lack of specialized personnel.

Collections

For the fulfillment of their role in the promotion of democracy and diversity, bibliographical collections, though limited, are the best in each Latin-American country. These are not very big collections and are not fully updated; however, they have made great efforts to support the teaching activities and the inceptive research. Considering the precarious economical situation of a high number of students, there is a trend for Latin-American university libraries to buy several copies of those books serving as textbooks. While this is an issue considered as an exclusive obligation of students, and the library has one copy of the textbook at most, Latin-American libraries have many copies of the same book. In this case, access to basic materials is favored, even though the possibility of buying a larger variety of works is sacrificed. Therefore, the higher the number of copies, the smaller the number of options of different works to enrich collections.

Precisely due to the students' limited resources, it is very common for they to photocopy the original books to obtain bibliographical material. In this case, universities should make efforts to reconcile the needs of students with the legitimate rights of authors and editors.

There is another limitation for the development of collections in the fact that most students in Latin America speak only Spanish, and Portuguese in the case of Brazil, as their working language, which makes the broad study of works written in other languages difficult.

Notwithstanding this, the high cost of materials, and also the development of collections is very irregular, in addition to those extreme cases where universities lack budgets to update their collections, there are many libraries which make huge efforts to have well evaluated and selected collections for the development of diversity and including materials in languages other than Spanish or Portuguese, which generates the need of broad budgets for such acquisitions.

There are also some samples of library systems including great possibilities to obtain bibliographical resources for their academic communities. This is the case of the University of Sao Paulo, Brazil, and the National Autonomous University of Mexico. In addition to collections in traditional formats, these institutions have collections of automated data banks and a big collection of full-text periodicals, something not easily found in most developed countries. Practically all academic journals which are relevant for academic activities can be found within these collections. Therefore, each of these universities has approximately 6,000 titles of full-text periodicals to be used by the university community.

In addition, Brazil has developed a national network allowing the access to these digital resources and supported by Sao Paulo and the Federal Government's authorities, through the Coordenação de Aperfeiçoamento de Pessoal de Ensino Superior (CAPES) do Ministério da Educação [the Secretariat of Education's Coordination for the Improvement of Higher Education Personnel].

Collections are daily enriched, including every kind of materials both in traditional format, such as paper, as well as in digital format.

Therefore, it cannot be said that there is only one level of development in bibliographical collections in Latin-American libraries, since there are libraries with very scant resources, and some other which can be compared to the world's most developed collections.

Buildings

The storage of collections in university libraries traditionally implies recurrent problems related to the need of physical space and installations. Many libraries have new, broad, comfortable, well-illuminated and ventilated spaces. In addition, university libraries more frequently offer services within buildings expressly built for libraries, where users can find not only traditional spaces such as service, but also places to rest, for the exhibition of books and other objects, and other spaces that can be found at modern libraries.

The evolution of traditional libraries onto digital libraries certainly poses new problems related to university libraries' physical space and facilities, due to the adaptation to be made in order for electronic and communication systems to properly function and other needs related to buildings' maintenance and adaptations, which may be very expensive.

Technological evolution of university libraries in Latin America

According to Cunha (2000), traditional libraries' collection and catalogue "use paper as support for the recording of information." In addition, traditional libraries "go beyond their physical space to obtain other information resources requested by users, who will obtain them depending on such resources' physical location and on the existence of copies; in addition, such libraries develop those access mechanisms necessary to find documentation. The paradigm of digital libraries is different from that of traditional libraries, since digital libraries do not need physical locations. As a consequence, digital libraries are mere collections of electronic mechanisms making satisfaction of information needs easier, by connecting resources and users."

The use of library-management systems is gradually being extended in university libraries. As well as in almost all countries in the world, automation started with products developed in libraries, with the help of professionals in charge of computing problems in universities. Nowadays, commercial software is gradually more used. For example, MINISIS was used during many years for the automation of libraries, but has gradually been left.

University of Colima in Mexico, which has an international center for the production of compact discs, represents a notorious example of development in automation. Lots of materials were produced within this center both for data bases and for collections of photographs and full-text periodicals. The use of the Web has gradually replaced, by means of CD-ROM technology, the use and production of bibliographic instruments.

In Mexico, on-line OCLC services are widely used to catalogue and search for information. Currently, 50% of total OCLC services employed in Latin America correspond to Mexico.
Many universities produce local bibliographical indexes. UNAM produces two local indexes, *Clase* and *Periódica*, which collect the production of academic periodicals in Latin America and contain analytical information regarding more than 2,500 Latin American titles.

Since a student does not commonly have enough resources to buy a computer and connect to Internet, possibly one of the most prominent characteristic of university libraries is the fact that they offer services with lots of computers aimed at serving students to fulfill these scholar needs. In addition to the acquisition by libraries of a high number of copies, university libraries help students by offering them computers where they will be able to access this kind of technology. Therefore, many students go to libraries to use computers, even though this activity does not have a strong relationship to traditional services rendered by libraries. It is thus the role of Latin-American university libraries to try to reduce the digital gap between those students who have and those who do not have access to computers and Internet. It is also convenient to remember that access to the Web in the most developed countries in Latin America, as is the case of Chile, Brazil and Mexico, does not even reach 7%, even though these countries are leaders in this aspect in the continent. This is why it is very important for libraries to include, among other services, the use of Internet. There are also cases such as Cuba, where the possibilities to obtain access to the Web are restricted not only by economic but also due to political reasons.

Some private universities request from theirs the students to have a notebook computer to be accepted. However, their commitment limits itself to establish a broad connection network for Internet, without supplying for the computer equipment, as is the case of public universities.
Cunha (2000) asserts that in 2010 almost all, if not all of Brazilian university libraries, will be completely automated, and many of them will be fully-digitalized libraries. This author says that libraries will need more financial resources in order to purchase a more potent and modern equipment; with cyberspace, the problem of digital libraries will be related to the financing of access to information flows, which will allow users to find their way through this intricate mass of available resources.

The situation gets worse when the environment of this kind of libraries is considered, since deficiencies in Latin-American universities are reflected in their universities, which in turn allot not enough resources to libraries, lacking as they do of proper budgets. If the society does not appraise libraries in general, if it does not see them as a resource for social development, it cannot be understood why it should consider them as important elements and recognize them, respect them and support them.

Kotler (1999, pp. 249-250) asserts that "... cyberspace will take us to an age when buying and selling will be made in a more automated and convenient way." He asserts that "... it is necessary to rethink the bases of those processes through which we identify, communicate and offer values to users, improve clients' and individual allies' management abilities and involve clients in the act of projecting desired products."

Sawhney and Kotler (2001, p. 221) consider that the age of information is also the age of information democracy, since information is becoming omnipresent and cheap. When the issue of marketing in the age of democracy and information is approached, it can be seen that users are obtaining information of a higher quality regarding marketing professionals and concurrence.

In The Statement of Rights for Users in the Age of Information, Sawhney and Kotler underline the following rights: to be informed, to have privacy, to be heard, to remain anonymous, to be cited, to share profits, to request responsibilities, and the right for their rights to be recognized.

Products and services rendered

In considering the importance of university libraries in the promotion of democracy and diversity, the role played by these libraries cannot be omitted, mainly those of public sector. Both for the development of collections and for the information products and services being offered, it is necessary to deal with society's needs, so as to determine, in turn, the applications of university-generated knowledge.

Regarding this point, university libraries in public institutions perform an active work for the lending of those materials necessary at university courses, as well as of some others which may replace or complement those assigned by professors. The University library becomes a rich possibility in order for students to be able to find materials allowing them to face opinions different from those stated at a specific course. University libraries meet not only the needs related to the different courses taught: they also help to fulfill both academic and other information needs. In trying to strengthen an idea, whatever this may be, a library can always be resorted to find different points of view that will help us to confirm or modify our initial notions.

Lending and other services rendered by these libraries allow students who cannot buy books or journals to easily find them.

Lending and all services rendered by university libraries have been greatly influenced by the evolution of information technologies and the advancement of telecommunications.

Free access to information

Regarding free access to information through Internet, information services rendered by Latin-American university libraries should comply with the guidelines of *IFLA Internet Manifesto*, approved by IFLA's Governing Board on March 27, 2002. This statement should be broadly spread if its objectives are to be fulfilled, and Latin-American university libraries are the best place to develop these principles.

The statement starts by saying that "free access to information is essential for freedom, equality, world understanding and peace." With the expansion of the use of information resources generated by Internet, it is extremely important to foster free access to information at Latin-American university libraries. The main paragraphs of such Manifesto are, therefore, included herein:

> "Intellectual freedom is the right of every individual both to hold and express opinions and to seek and receive information; it is the basis of democracy; and it is at the core of library service.
> Freedom of access to information, regardless of medium and frontiers, is a central responsibility of the library and information profession.
> The provision of unhindered access to the Internet by libraries and information services supports communities and individuals to attain freedom, prosperity and development.
>
> Barriers to the flow of information should be removed, especially those that promote inequality, poverty, and despair.
> Libraries and information services are vibrant institutions that connect people with global information resources and the ideas and criative works they seek. Libraries and information services make available the richness of human expression and cultural diversity in all media.
>
> The global Internet enables individuals and communities throughout the world, whether in the smallest and most remote villages or the largest cities, to have equality of access to information for personal development, education, stimulation, cultural enrichment, economic activity and informed participation in democracy. All can present their interests, knowledge and culture for the world to visit.
> Libraries and information services provide essential gateways to the Internet. For some [illegible] offer convenience, guidance, and assistance, while for others they are the only available acc [illegible]
> They provide a mechanism to overcome the barriers created by differences in [illegible] technology, and training."

The Manifesto underlines the following principles on free access to information through Internet:

> "Access to the Internet and all of its resources should be consistent with the United Nations Universal Declaration of Human rights and especially article 19:
> Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
> The global interconnectedness of the Internet provides a medium through which this right may be enjoyed by all. Consequently, access should neither be subject to any form of ideological, political or religious censorship, nor to economic barriers.
> Libraries and information services also have a responsibility to serve all of the members of their communities, regardless of age, race, nationality, religion, culture, political affiliation, physical or other disabilities, gender or sexual orientation, or any other status.
>
> Libraries and information services should support the right of users to seek information of their choice.
>
> Libraries and information services should respect the privacy of their users and recognize that the resources they use should remain confidential.
> Libraries and information services have a responsibility to facilitate and promote public access to quality information and communication. Users should be assisted with the necessary skills and a suitable environment in which to use their chosen information sources and services freely and confidently.
>
> In addition to the many valuable resources available on the Internet, some are incorrect, misleading and may be offensive. Librarians should provide the information and resources for library users to learn to use the Internet and electronic information efficiently and effectively. They should proactively promote and facilitate responsible access to quality networked information for all their users, including children and young people.
>
> In common with other core services, access to the Internet in libraries and information services should be without charge."

Final considerations

The beginning of XXI Century, characterized by the age of information, implies the needs to be adapted to new concepts and paradigms, and requests changes in people and organizations. As promoters of democracy and diversity or tolerance, Latin-American university libraries are within this context and need to adapt themselves to new realities if they are to be appraised by society in the dimension they should and can occupy.
The different barriers that can be faced by Latin-American countries cannot and should not impede the development of university libraries. However, it will be necessary to defeat challenges, whether these are economical, technological, social or cultural. It will be necessary that, in fully exercising democracy and diversity, those professionals working at these libraries review their positions, mental attitudes and experiences from a professional perspective, so as to better understand their users and provide them with better technical procedures.

The question remains about what kind of libraries will be able to offer better servi
democratization of knowledge and of society: those libraries which do not worry about t
economic situation or those which do worry even if they have to sacrifice a certain kind

offered. In such a politicized environment as that in most Latin-American universities, it is essential that libraries have a broad collection of texts, that such texts represent all possible political and ideological trends, and also that libraries are a place where different schools of thinking can meet each other, where humanities, social sciences, technology and natural sciences find the support necessary for their strengthening and culture.

Latin-American university libraries should be the ideal place to promote democracy, to strengthen one's convictions, to analyze those of others, and to make decisions about any issue on the basis of reasoning.

Libraries are a place for tolerance, for there thinkers, artists, theorists from several disciplines can be found who defend different points of view and help the student to accept other theories and to respect other ways of thinking.
Whatever the reality in Latin-American countries where libraries are found, adversities should encourage the desire to change such reality, whether through traditional or through virtual libraries.

Referências bibliográficas

CUNHA, Murilo Bastos da Construindo o futuro: a biblioteca universitária brasileira em 2010. Ciência da Informação, v.29, n.1, p.71-89, jan./abr. 2000.

KOTLER, Philip. Marketing para o século XXI: como criar, conquistar e dominar mercados. São Paulo : Futura, 1999.

SAWHNEY, Mohanbir & KOTLER, Philp O marketing na era da democracia da informação. In: IACOBUCCI, Dawn, org. Os Desafios do marketing. São Paulo : Editora Futura, 2001. 461p., p.421-452

THE IFLA INTERNET MANIFESTO IFLA Journal, vol.28, n.2, 2002, p.81-82.

IFLA GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 041-148-E
Division Number: VI
Professional Group: Management of Library Associations - Workshop
Joint Meeting with: Asia and Oceania
Meeting Number: 148
Simultaneous Interpretation: -

The experience of practical activities of national and other professional library associations in Russia

Vladimir N. Zaitsev
President
Russian Library Association
St. Petersburg, Russian Federation

Boris I. Marshak
Managing Director
International Association of Users and Developers of Electronic Libraries and New Information Technologies (Association ELNIT)
Moscow, Russian Federation

Abstract:

The paper describes the structure, the tasks and various activities of the main professional library association in Russia – the Russian Library Association. The paper also deals with the history of creation and activities of International Association of Users and Developers of Electronic Libraries and New Information Technologies (Association ELNIT). It describes the main trends of Association ELNIT professional and humanitarian programs and prospects of their development.

1. Practical experience of National Association in Russia, Russian Library Association (RLA)

At present, there are several social professional associations in Russia, which manage to realise their functions. Russian Library Association is the largest of them.

More than seven years have come from the day of foundation of Russian Library Association. Now, it is the major coordinating centre of the library community of Russia, the main purpose of which is to join efforts, to support the activities of its members for the sake of maintenance and development of librarianship, to enhance the status of Russian libraries and librarian's profession in the society. RLA grows stronger and gains its authority with confidence.

Being based on these tasks, RLA lately develops its activity in the following directions:

1. Enhancing the social prestige of libraries and library profession in the society; the social protection of libraries and library workers;
2. Consolidation of library community;
3. Participation in the creation of standard-legal basis of library activities;
4. Development of professional programs; carrying out professional actions and participation in them;
5. Extension of international cooperation;
6. Organisational activities:
   Creation of professional structure of RLA;
   Attraction of new members;
   Financial activity;
7. Information-publishing activities.

On May 1, 2002, RLA includes 367 collective members (it unites over 25 thousand library workers.) During last year 70 collective members joined RLA, i.e., RLA membership grew by 20%. Among them are the following:

– Library social unions	16
– Federal libraries and institutions	22
– Central region libraries	64
– Children's and junior region libraries	31
– Blind regional libraries	28
– Libraries of the institutions of higher education	58
– Agricultural libraries (from No.339)	16
– Public libraries (Centralised Library Systems and Central Libraries)	53
– Art and music libraries	18
– Medical libraries	15
– Libraries of other specialities	23
– Institutions of higher education of culture and art	6
– Other organisations and institutions	19

At present, RLA activity covers the territory of 76 subjects of Russian Federation.

RLA plays an important role in the realisation of all-Russian library projects. One of the major directions of RLA activity is the work on development and realisation of projects in the most urgent problems of librarianship; it actively participates in the development of inter-branch federal programs.

For example, the project of "Creation of the National Format of Bibliographical Machine-Readable Registration for Russian Libraries" was realised (RUSMARC). The second important problem was to develop the National Program of Book Collection Preservation Ensuring. Participating in the work of various consortiums, RLA promotes the informational access of Russian libraries to electronic resources. At present, work on creation of the Program for Retrospective National Information is carried out with the assistance of RLA.

The most widespread form of such a work is the organisation (or participation in the organisation) of conferences, seminars, round tables, and organisation of professional competitions. Consolidated plan of RLA work for 2002 totals more than 40 actions.

An important direction of RLA activity is work on the development of new techniques and making library standards. Seminars devoted to the problems of machine-readable cataloguing, making and use of authoritative files, problems of subject cataloguing and so on are carried out yearly.

RLA gives much of its attention to the problems of library and association management. For some years, RLA participates in the work of Round Table for the Management of Library Associations (RTMLA) of IFLA, being a member of the Executive Committee. RLA carried out a number of conferences on that theme. In particular, one can mention All-Russian practical-scientific conference of "Role of Professional Unions in Modern Library Face Formation."

At present, sections and round tables which consolidate RLA members for professional interests work in RLA:

Sections for library type and specialisation:

1. Section of territory and regional universal research/public libraries
2. Section of art libraries
3. Section of invalid servicing libraries
4. Section of libraries of the institutions of higher education
5. Section of medical and hospital libraries
6. Section of public libraries
7. Section of musical libraries
8. Section of children's libraries (Association of Children's Librarians of Russia)
9. Section of national libraries of the subjects of Russian Federation
10. Section of school libraries
11. Section of agricultural libraries
12. Section of rural libraries
13. Section of junior libraries

Sections and Round Tables for library activity directions:

14. Section of library policy and legislation
15. Section of preservation of library collections
16. Section of library history
17. Section of automation, formats and cataloguing
18. Section of library profession, personnel and continuous education

19. Round Table: “Communication and Professional Librarian’s Ethics”
20. Section of collection formation and inter-library exchange system
21. Round Table of library society and association management
22. Section “Regional Studies in modern libraries”
23. Section “Electronic Resources and Information-Library Service”
24. Inter-regional committee for cataloguing (IRCC)
25. Section of bibliography
26. Round Table “Youth in Librarianship”
27. Section of international contacts
28. Section of publishing and book spreading activity
29. Round Table of reading
30. Section of research work
31. Section of library management and marketing

Recently, RLA gives much of its attention to the investigation of problems of reading, establishing centres of reading, and development of rural and school libraries.

Promoting the enhancement of librarians’ prestige, RLA issued an initiative to develop “Ethical Librarian’s Code.” Today, the collection devoted to the problem is prepared, the experience of 25 countries of the world being summarised in it.

RLA devotes great care to cooperation with the authorities. RLA representatives constantly take part in the work of the Council of Culture at the President of Russian Federation. This enables RLA to settle the matters connected with library activities on the highest level. From the date of the Council establishing, E.Yu.Genieva and V.N.Zaitsev were its members, and now V.V.Fedorov, Director of the Russian State Library, joined to them, too.

Creative cooperation with the Ministry of Culture, which supported RLA in all of its important initiatives, takes place. RLA representatives work in close contact with the Committee for Culture of the State Duma of Russian Federation. The contacts are especially intensive in the period of the preparation of legislative acts.

RLA attaches much importance to the work for the social protection of libraries and library workers. Work for the social protection is of great importance for libraries and library workers, as we belong to the category of budgetary institutions, being the least paid its part.

For this purpose we use direct contacts and work meetings with the representatives of the personnel of President and Government of Russian Federation, leaders of State Duma of Russian Federation and Deputies, the Council of Federation of Russian Federation, Ministry of Culture of Russian Federation, and others.

Proposals regarding the betterment of wages of library workers, increase of minimum wages rate up to the living wage level, and so on are elaborated and put forward the government bodies.

RLA directs considerable efforts at the development of international cooperation. Last years, Russian libraries got the opportunity to become a part of the world library and information space. Their capabilities of cooperation with foreign libraries on a new information level have broadened. RLA has got into contacts with the library associations of USA, England, France, cooperates with the Round Table for Management of Library Associations of IFLA (RTMLA).

RLA organizes the collective participation of Russian libraries in the bookfairs, in particular, International Bookfair in Moscow, International Bookfair in Frankfurt am Main, International Bookfair in Leipzig, and others.

2. Professional and Humanitarian Programs of Association ELNIT

In 1993 the initiative group of users of CDS/ISIS application package (CDS/ISIS is a free software developed and distributed by UNESCO) decided to establish the Association of the package users. It is worth mentioning that at that time CDS/ISIS was widely spread on the territory of the former republics of the Soviet Union, and it was of great popularity among libraries and other organizations engaged in information activities.

The propaganda of the CDS/ISIS package and integration of developers' efforts on creation of different applications on the CDS/ISIS basis were within the domain of Association activities at that stage.

At the same time in Russian National Public Library for Science and Technology the Integrated Library and Information System – IRBIS was actively worked out.

The first version of IRBIS System was finalized by 1995, and by that time it became clear that the Association had already assembled enough members and accumulated enough experience to be treated as an independent organization with its own juridical address and budget. During the 4th Association Conference it was decided to apply for the Association official registration. Thus noncommercial organization "International Non-governmental Association of Users of the CDS-ISIS System" appeared. Institute of Program Systems of Academy of Science of Ukraine and Russian National Public Library for Science and Technology became its founders as official UNESCO representatives distributing the CDS/ISIS package.

Gradually acquiring power and involving into its activities different organizations, mainly libraries, the Association began to exceed the bounds of CDS/ISIS. Therefore in 1996, according to the Association Conference resolution, the Statute was changed and the Association was renamed to "International Association of Users and Developers of CDS/ISIS Systems and New Information Technologies". The same organizations remained the Association founders.

Simultaneously some Association members joined the development of IRBIS System, and the authorities of Association ELNIT and Russian National Public Library for Science and Technology came to the agreement that this system equally belongs to both organizations (later they received the certificate in Russian agency on patents and logotypes "Rospatent"). Due to these circumstances the Association drew the libraries' attention. Questions of automation of traditional library technologies as well as questions of creation and maintenance of electronic libraries became very important for the Association in professional respect, so at the Association Conference in 1999 the resolution on changes of the Statute and renaming the Association to "International Association of Users and Developers of Electronic Libraries and New Information Technologies" was suggested. Russian National Public Library for Science and Technology (Moscow, Russia), V.I. Vernadsky National Library of Ukraine (Kyiv, Ukraine), Republican Library for Science and Technology (Almaty, Kazakhstan) became the founders of this formally new Association that actually had well worked out and time proved traditions and programs.

This is the Association concise history in dates. Lets say a few words about its activities in the course of all these years.

Besides professional activities on propaganda and development of new information technologies, from the very beginning of its existence the Association played one of the main roles in organizing international conferences and workshops. The International Crimea Conference ranks high among these meetings. Next year the Tenth Jubilee International Conference "Crimea-2003" will be held. We expect about 2000 representatives of libraries and other information organizations from 40 countries all over the world coming to this event. Next place by significance and scale occupies International "LIBCOM" Conference ("Information Technologies, Computer Systems and Publications for Libraries") that will be held for the 6th time this year. In addition to these basic Conferences the Association annually conducts two-five workshops in different cities. They are mainly devoted to electronic libraries and automated technologies. The workshops were held in Kyiv, Kharkov, Minsk, Tashkent, Almaty, Arkhangelsk, Kazan', Omsk, London and other cities.

It should be also noted that the Association was the leader in organizing scientific and educational professional tours "Librarianship, Information Systems and Education in the USA" (USA), "On-line information" (UK) and "IFLA" (later on these activities were handed over to International Library Information and Analytical Center).

It is important to point out that since 1996 the Association has been an IFLA member; its representatives work in different federation committees.

One of the most important Association programs is the program of support and development of IRBIS Automated Library System. It does without saying that at the modern stage of library automation it is waste of time and money to work out homemade software as the basis for automated technologies. The market of automated library systems is rather wide. To my mind IRBIS System is undoubtedly among the best systems of library automation. As regards to the "price-quality" index, for IRBIS System it is very high. It is caused by the main principles of the above-mentioned developers: Russian National Public Library for Science and Technology and the Association ELNIT. The principles are as follows 1) the system creation according to the international requirements; 2) the price of the system must be moderate for all libraries. Moreover, for IRBIS installation there exists a great amount of discounts (for Association members, for corporate projects, etc.).

Two other Association programs have two distinctive aspects. First of all, the following programs are the continuation of the program of development of IRBIS System, and secondly, they are educational programs.

One of them is called "IRBIS in the Institutes of Culture". Within the framework of this program the Association provides free installation of the latest version IRBIS System in all higher educational institutions of culture in Russia and Commonwealth of Independent States, which are eager to use IRBIS in their libraries and in educational process as the base package for studying automated library and information technologies. Due to the last circumstance, higher educational institutions can provide training of modern library staff. Besides, in future we are planning to create on the basis of these institutions IRBIS Schools, constantly functioning for training of library staff.

I would like to call the second program "Animate Corner for Snow Leopard" (the word "irbis" means "snow leopard" in Russian). This program is aimed at school libraries. The Association supplies the school libraries with IRBIS System (some versions are free, the other versions are provided with 50% discount), and it has also worked out the complex type program of automation of school libraries of region, district, city, province, etc.

BEST COPY AVAILABLE

At its earliest convenience the Association tries to provide humanitarian support to organizations, projects and ideas. It means free IRBIS installation, organization of free training courses, frequently including the trip of Association representatives to the site of the training workshop, free tutorial help, etc. Among these activities stands publishing of books at Association expense. For example, recent publication of the book "40 Days Before Execution" written by Alexander Levin, describing the events of Yalta Holokaust. An accidental meeting in train with Vladlen Lyustin, the chairman of the Jewish community in Crimea allowed us to find ourselves at the beginning of its preparation for publishing.

The Association is considered to be an association, when all its members work for one great cause. On the other hand, the Association must take care of its members, so it has special supporting programs. As I have already mentioned, for the Association members there exist special discounts for purchase of IRBIS System. But to avoid the situations, when new members joining the Association have only this aim in mind, a special rule was introduced: discounts are available only for organizations that are Association members for more than 3 months. Furthermore, for the most active members special grants are given for participation in events organized and held by the Association.

One could inquire: who is responsible for the financing the described programs. Association ELNIT is a public non-commercial organization. Therefore all income received in selling of IRBIS System is spent by the Association according to its statute aims. Today this income is not great. After tax paying and paying fees to developers of the system, on the account there remains approximately 15% of the sale price. These resources go on realization of the Association programs.

International Association of Users and Developers of Electronic Libraries and New Information Technologies (Association ELNIT) is open for libraries all over the world. Welcome to ELNIT!

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 040-148-E
Division Number: VI
Professional Group: Management of Library Associations - Workshop
Joint Meeting with: Asia and Oceania
Meeting Number: 148
Simultaneous Interpretation: -

Consal Organization - Improving our communication network

R Ramachandran
Secretary General
Congress of Southeast Asian Librarians (CONSAL)
Singapore, Singapore

Abstract:
The paper briefly traces the development of CONSAL as a regional library organization and also discusses in depth, the CONSAL WEB, the communication infrastructure for professional development and communication amongst Southeast Asian Librarians. CONSAL WEB is assessed against the lessons learnt in implementing the infrastructure. In a region where IT infrastructure is weak, a centralized internet based communication platform helps to disseminate information quickly to the entire professional body distributed across government and private institutions. The implementation surfaced problems of use to outcomes and the paper adequately addresses these concerns and draws conclusions for library associations that seek to utilize the webfront for communication purposes.

1 Introduction

1.1 CONSAL (Congress of Southeast Asian Librarians) was formed in 1970 in response to a growing sense of regional identity, fostered particularly by the formation of ASEAN. CONSAL promotes libraries and librarians as part of ASEAN, task with the development of education and culture.

- The writer acknowledges the valuable contribution given by his colleague, Mr Johnson Paul in writing this paper.

1.2 CONSAL is a loose and flexible organization which provides a forum for professional contact and exchange. It holds a general conference triennially in each member country by rotation and promotes cooperation in librarianship, bibliography, documentation and related activities for the region. CONSAL provides for national membership restricted to national libraries and national library associations, associate membership to related organizations and individuals interested in the objectives of CONSAL. Additionally, membership is also opened to institutions and individuals within Southeast Asia.

2 CONSAL Executive Board

2.1 The CONSAL Executive Board is the executive arm of the organization. It comprises thirty members, three members from each of the ten ASEAN countries. Each member country is represented by two members from the National Library Association and one from the National Library. In the absence of the National Library in any country, all the three members of the Board will be represented by the National Library Association of the country.

2.2 The main functions of the Board are:

- To implement the resolutions adopted at the previous General Conference of CONSAL;
- To set up committees as deemed necessary and
- To undertake other activities in conformity with the objectives of CONSAL.

The Executive Board meets at least once a year and the presence of at least four member countries of the Executive Board shall constitute a quorum.

3 CONSAL Secretariat

3.1 On 26 April 2000, the CONSAL Executive Board set up a CONSAL Secretariat. A Secretary-General heads the Secretariat, which is hosted by the National Library Board of Singapore. The functions of the Secretariat are:

- To establish the financial and administrative base for the CONSAL Secretariat to function on a long-term basis
- To organize CONSAL conferences/seminars/training
- To monitor the implementation of CONSAL projects
- To represent CONSAL in international library conventions and meetings

4 CONSAL Projects

4.1 The CONSAL Executive Board has approved five collaborative projects coordinated by Philippines, Singapore and Thailand. Projects were chosen based on their relevance to the current state of development in the region and also what members felt were important areas of concern in their respective countries. The approved projects are:

- Resource Sharing and Legal Deposit
- Copyright Management
- Preservation and Conservation
- Translation of Local Publications
- Training Coordination

5 CONSAL Publications

5.1 CONSAL's published proceedings are the main source of information on library development in Southeast Asia. The papers presented provide thoughtful discussions and analysis of professional issues. Please see a list of CONSAL's publications in Annex A.

6 CONSAL Web – The Library Community Portal

6.1 CONSAL, as an institution founded to create, acquire and disseminate knowledge, provides an electronic communication infrastructure that includes library resources, content, and tools for electronic communication for its members. This infrastructure, or CONSAL WEB, launched on 24 April 2001, is the property of CONSAL and it facilitates the business of the professionals in teaching, learning, scholarships, research, communication and other creative endeavours. By providing this infrastructure, CONSAL strongly encourages the free exchange of ideas and information amongst all members of its community as well as with members of other international communities.

6.2 CONSAL is committed to providing a learning environment that is conducive to the personal and professional development of each librarian. To fulfill its multiple missions as an institution of professional development, CONSAL encourages a culture that values and nurtures collegiality, diversity, pluralism and the uniqueness of the professional individual.

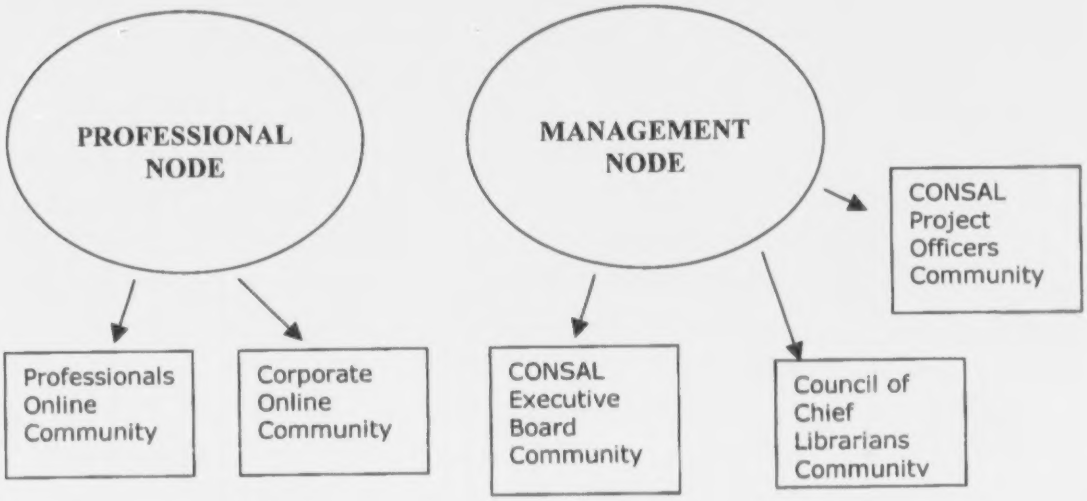
7. A Community Approach

7.1 One of the basic fundamentals of building a communication forum in CONSAL is the concept of a community. Building an online community requires new skills and structures. Unlike traditional communities that are defined by purpose and functions, online communities are defined by interests and friendships and communication flows. Online community is the concept of convening people in virtual space and describing a range of online activities including electronic collaboration, virtual networks, Web-based discussions and electronic mailing lists. Developing online communities to serve as a communication infrastructure, which will proliferate like a virus if successful. . Some of the initial questions that were raised were:

- *How will the online community advance CONSAL's mission?*
- *What are reasonable expectations for the online community?*
- *What other online communities are addressing similar issues and in what ways will ours be different? Will tapping onto an already established online community address our online community-building goals?*
- *What are the topics to be discussed? How will we keep the discussion focused?*
- *What is the time frame for the discussion? Will it be a one-time event or will we host ongoing discussions?*
- *What will CONSAL do with the information once the discussion ends?*

7.2 In addressing these questions, CONSAL WEB team has formulated a two-tier segment approach towards building the communication infrastructure which would be capable of housing multiple communities. The two tiers are basically – the **Professional Node** and the **Management Node**. This is primarily skewed towards the confidentiality of information and the hierarchy of management procedures that impact the flow of communication. Within these segments several communities are capable of operating. The regional group of professional librarians and corporate registrants operate within the framework of the Professional Node. The CONSAL Executive Board, Projects Committee and the

Council of Chief Librarians in Singapore operate within the framework of the Management Node. The diagram below depicts this clearly:


PROFESSIONAL NODE
MANAGEMENT NODE
CONSAL Project Officers Community
Professionals Online Community
Corporate Online Community
CONSAL Executive Board Community
Council of Chief Librarians Community

7.3 For all of these Communities, there is a common tier of communication structures as follows:

a. NEWS

This is a monthly update with regular features on:

Librarians as Inventors – a monthly editorial
Monthly Electronic Publishing Updates
Monthly Updates on Libraries all over the world
Offers from Publishers and Booksellers

b. REGIONAL CENTRE

General information about countries and the libraries in the country are located at this Centre.

c. RESOURCE CENTRE

Current and up-to-date information related to the professional work is updated here on a regular basis. Key components include:

- *ALERTS* pertaining to public libraries, digital library developments and technologies, etc.
- *BRIEFS* that document ideas and information about key developments, eg use of ICT (Information Communication Technologies) in libraries.
- *REVIEWS*, another key component of the resource centre, enables libraries to provide a review of locally published resources or books that are published by their parent organizations.

For the benefit of the wider ASEAN community, the reviews would help to communicate and thereby render acquisition by ASEAN member libraries. There are other information sources like E-Streams, etc that offer tools to assist librarians in selection of library materials. This section of the website enables librarians to bridge the digital divide by contributing articles or information packages to the rest of the library community in the region.

d. EVENT CENTRE

The Event Centre offers a communication platform for libraries to publicize their events. Through a simple "Post an Event" electronic form, information about local events can be easily and quickly loaded onto the site and appears on screen almost immediately. The Event Centre offers all communities the opportunity to participate in regional and international professional gatherings. Users will be able to search across these events through several categories like CONSAL Training Programme, Publishing Event, etc

e. EVENT PHOTOGALLERY

The Event Photogallery hosts photographs of librarians and library administrators who have participated in regional seminars or conferences. The photographs are visual communication tools especially for librarians who wish to touch base with other librarians in the region.

f. MARKET PLACE

The marketplace serves as a communication platform for publishers and librarians to market their products and services to the library community respectively. It allows users to post advertisements or make requests effectively. The advertisements allow for image uploading as well as hyperlinks.

8 COMMUNITY FORUMS

8.1 A distinctive feature of CONSAL WEB is the Community Forum which is customized to individual community participants.

8.2 Individuals who are part of the professional community have a customized interface to the various components of the website. More importantly, the user discussion listings in the "Communities" of "discuss" sections are tailored to the needs of the community. In the case of the professional community, the user groups are defined either by:

- Subject/function based (eg. ARTS Libraries, RFID Implementation, etc);
- Information based (eg. CONSAL Projects, Annual Reports of CONSAL Libraries, etc) or
- Online Conferencing (Librarianship 2001, Singapore-Philippines Consultation, etc)

8.3 The forum structures allow users to communicate at the comfort of their desk-tops and interact with others across national boundaries in a seamless manner. The community forums are also archived so that those who wish to look up proceedings of past discussions could do so even when the conference has ended.

8.4 Individuals who subscribe to the "Corporate Online" community share similar discussion groups with professional online users except that the community can eventually develop its own customized forums for their own community. Currently, the presence of the professionals online is in itself an attraction for corporate users to publicize their products and services.

8.5 As for the management node, the CONSAL Executive Board, a community activated in this node, shares its minutes of meetings through the discussion group infrastructure. The forum is also used for sharing of project updates and consultations on latest issues impacting on organization as a whole. Hence the CONSAL Executive Board's activities and decision-making are conducted virtually.

9 OUTPUTS

9.1 LEARNING LESSONS

a. Know what you want to accomplish

Obviously, all learning organizations experiment with the Internet and CONSAL's interest lies in embracing these technologies and opening up an external dialogue through them. As a result, a great deal of "noise" is generated over the Internet and we should be mindful not to create even more. As with face-to-face meetings, any on-line dialogue or community should have a clear and focused purpose. Different purposes dictate different designs and technologies.

b. Signal clearly and regularly the objective and tone of your discussion

People tend to migrate in and out of Internet discussions just as they come in and out of working sessions in physical conferences. Therefore, it is important to assure that people know the purpose of the discussion list, as well as the ground rules, the general ethos and tone of the discussion. The role of the moderator or discussion facilitator is crucial in this area.

c. Moderation

Lists which are not moderated or filtered have their purpose. However, as one who has belonged to such lists can attest, they easily become an endless source of flood emails in your inbox with the "signal-to-noise" ratio pretty low. If your goal is to build a real "knowledge community" around a specific theme or development challenge, the moderator's (or facilitator's) role is vital. The moderator serves not only as "gatekeeper", filtering out irrelevant or offensive messages; he/she also sets the tone of the discussion; keeps the discussion focused and moving forward; "animates" the discussion when it is moving slowly; contributes useful information; helps/encourages members to contribute information on their experience (especially important for participants from developing countries); prepares summaries; and in general serves all the functions of a good "chair" in a working group.

d. Tools are just tools

Avoid the temptation to use the most sophisticated on-line tools available, unless they are specifically suited to your purpose and your audience. Sometimes a simple email list is the best tool of all, if it is well moderated and backed up by a user-friendly Web site that archives the discussion in a searchable format. It is not advisable get fancy for fancy's sake; the goal is to include people, not to impress them.

e. Capture the learning, and make it easy for others to access.

The combination of well-written regular (weekly in the case of very active lists) discussion summaries and a fully-searchable Web archive of list messages, organized by theme (or "thread"), is a vital tool for assuring that the learning, which takes place in the group is effectively captured. It also provides access to those who could not participate in the ongoing discussions. Similarly, if participants include information in their messages about other related knowledge resources (databases, websites, etc.) the moderator should cull this information and catalogue it in a user-friendly and easily searchable manner.

f. The best discussions do not necessarily last

The purpose of a good list is not necessarily to perpetuate itself but to accomplish some specific set of learning or information/knowledge sharing objectives. Lists that go on forever can lose focus, particularly if they are not tied to specific actions or decisions. If the objectives of the list are clear, the discussions well moderated, and the participants committed, a list can continue indefinitely. In general, however, the longer the duration of a list, the more pressing the need for a clear objective and concrete results if it is not to degenerate into "chat" and/or lose its best participants.

g. The best discussions involve the right people

If a discussion list is intended to achieve concrete results in relation to a development objective, recruiting the active participation of a critical mass of the "right people" is crucial. However, the "right people" need to be defined inclusively, with particular attention to those with limited email access and less experience in participating in such exchanges. A list discussion that only involves representatives of donor agencies and selected library chiefs and NGO types from CONSAL may be stimulating (and perhaps self-satisfying) but it is less likely to lead to tangible impact in the field if it does not include voices from the librarians themselves. Recruitment of, and support for, the participation of librarians from CONSAL countries requires a serious and sustained commitment of resources, particularly human resources. The moderator and sponsors of the list need to "work their networks" aggressively to encourage participation of a wide range of organizations and individuals in all the ten CONSAL countries, and to signal that those voices are valued within the dialogue.

h. Capacity-building and "railhead" strategies are important

If we are serious about attracting maximum participation to an electronic dialogue, one has to be proactive in addressing the dual impediments of limited Internet access and the lack of client experience for participating in and helping to animate on-line discussions. Spotty Internet access can be considered by an aggressive partnership/networking strategy that involves identifying, and working closely with NGOs and other organizations. They must have an extensive field presence and are willing to serve as the "window" to the dialogue for local individuals and groups. This leads to a related point that these dialogues are enabled by the Internet and they need not be limited to those with Internet access. Working with partner networks, one can encourage "off-line" dialogues that feed into the on-line dialogue, and in the process help to develop the capacity of local partners to use the Internet as a tool for knowledge-sharing for their colleagues and clients without Internet access.

i. Nothing exceeds like success

Sometimes a list discussion can prove to be very successful, especially if it is a “hot” issue, and this draw thousands of subscribers. However, barriers to entry (at least among those with Internet access) are extremely low and granted in most lists the majority of subscribers simply "lurk", reading the list traffic, but rarely, if ever, posting messages themselves. However, if your objective is to encourage new voices, especially from developing countries, then managing the volume of messages and keeping it useful and relevant, that is filtering messages into sub-lists based on the popularity of the topic, is a mandatory task to be observed. This because we do not want to flood members with voluminous messages knowing that the less developed CONSAL participants are constrained by limited computer access and have to pay high fees for Internet access. They can only deal with a modest amount of emails

j. **Building an on-line community is hard work, and time-consuming**

If you plan to build a valuable and focused online dialogue, you need to devote adequate human resources to it. It cannot be viewed as something, which can be done during your spare time. Effective moderation of a focused, intensive, productive list discussion can be more than a full-time job. This is all the more reason why lists work best when they are focused and time-bound. If well organized, the work of moderation can be shared among several individuals, even in different locations. In general, however, the value and productivity of an online dialogue is directly in proportion to the intensity and quality of the moderator's effort.

k. **Do not be afraid to learn**

These are (relatively) new technologies and new forms of social interaction particularly for large public organizations. They are often seen to be self-contained and unaccustomed to engaging in dialogue and knowledge sharing with the outside world. It can be the beginning of an important step and one that will definitely be appreciated by clients and others.

10 Conclusion: Privacy in Community Building

10.1 It may be appropriate to conclude the presentation by talking about Privacy in the context of communication and community building in CONSAL Web. CONSAL strives to protect the rights and privileges and to enhance the self-esteem of all its members. All members of CONSAL Web should be aware that any form of harassment or discrimination against any individual is inconsistent with the values and ideals of CONSAL community and is not permitted within the context of the electronic communication infrastructure.

10..2 CONSAL makes every effort to observe the privacy of files, and materials stored on or transmitted by members. When faced with evidence of violations of policies or standards, of contractual obligations, or of copyright laws, CONSAL may consider such files, and materials stored on or transmitted by members to be property of CONSAL and may inspect them without notice. When taken, this action does not supersede the intellectual property policies of CONSAL; rather, it allows for the management of the electronic communication environment. CONSAL also has the right to deny, limit, or terminate access to material posted on or transmitted in the CONSAL web. In addition, CONSAL reserves the right to limit, restrict, or deny privileges and access to its information resources for those who violate CONSAL communication policies.

10.3 In matters not controlled by law or institutional policy, CONSAL urges members of its community to exhibit ethical conduct in the use of computing resources. Electronic communication can be ambiguous and is less personal in nature than other forms of interaction. While CONSAL encourages the exchange and debate of values and ideas, individuals are expected to exercise good judgment to ensure that their electronic communications reflect the high ethical standards of the academic community and convey mutual respect and civility. While CONSAL will not restrict access to electronically available information, individuals using public computer workstations are encouraged to maintain an appropriate level of common civility and courtesy in viewing information content that could be identified as offensive to a passer-by or casual observer.

10.4 In the final analysis, it must be concluded that the libraries of the future are libraries of conversations and communication. CONSAL Web, in its seminal effort to promote the "knowledge society online," has initiated the portal infrastructure, which in the absence would be an empty shell. It is imperative therefore that a communication tool is used effectively to communicate rather than use it as a showpiece of technological feat. May I take this opportunity to encourage each one of you to champion a particular forum of your interest which we could create for you. This means that you will also entice your friends and followers to participate in your forum discussions and conferences. It leaves me to say that CONSAL is one of the first library communities to activate a communication infrastructure as such and the success of this depends on the collaboration of the region as a whole.

References:

1. Anuar, Hedwig. (1986). *"The why and how of CONSAL as a regional library association"*. Singapore Libraries, Vol. 16, pp. 41-47.

2. Congress of Southeast Asian Librarians: background papers. *In Regional cooperation for the development of national information services : proceedings of the Fourth Congress of Southeast Asian Librarians, Bangkok, Thailand, June 5-9, 1978.* Conference (4th : 1978 : Bangkok, Thailand) Congress of Southeast Asian Librarians, 1978: 244-256.

3. Lim, Pui Huen Patricia. "CONSAL: the first decade". In: *Access to information : proceedings of the Fifth Congress of Southeast Asian Librarians*, Kuala Lumpur 25-29 May 1981 / edited by D.E.K. Wijasuriya, Yip Seong Chun, Syed Salim Agha. Conference (5th : 1981 : Kuala Lumpur, Malaysia) Congress of Southeast Asian Librarians, 1981: 496-527

4. *Memorable journey : commemorating 25 years of CONSAL* (Congress of Southeast Asian Librarians), 1970-95 / editor, Khoo Siew Mun.

Annex A

CONSAL

CONGRESS OF
SOUTHEAST ASIAN LIBRARIANS

PUBLICATIONS

1. *CONSAL directory of library supplies and equipment* / edited by Khoo Guan Fong.
   Call Number RCLOS 022.9025 CON
   Publisher Singapore: CONSAL VI, 1983.

2. Memorable journey : commemorating 25 years of CONSAL (Congress of Southeast Asian Librarians), 1970-95 / editor, Khoo Siew Mun.

3. *Future dimensions and library development* : CONSAL IX papers : Bangkok, May 2-7, 1993. Conference (9th : 1993 : Bangkok) Congress of Southeast Asian Librarians

4. *Libraries in national development* : CONSAL X, Tenth Congress of Southeast Asian Librarians : conference programme. Conference (10th : 1996 : Kuala Lumpur) Congress of Southeast Asian Librarians

5. *Report on the compilation of a masterlist of Southeast Asian microforms : a join SARBICA and CONSAL project* / Project editor, Winarti Partaningrat; project co-ordinator, P. Lim Pui Huen [and] project administrator, Hedwig Anuar.

6. *New challenges in library services in the developing world : proceedings of the Eighth Congress of Southeast Asian Librarians, Jakarta, 11-14 June 1990* / editors, Sulistyo-Basuki ... [et al.]. Conference (8th : 1990 : Jakarta, Indonesia) Congress of Southeast Asian Librarians

7. Song for CONSAL IX [sound recording].
   Publisher Bangkok, Thailand : Ninth Congress of Southeast Asian Librarians, 1993.

   Physical Description: 1 sound cassette + 1 leaflet.
   Notes Title on leaflet : Songs for CONSAL IX.

8. Eight Congress of Southeast Asian Librarians, 11-14 June 1990, ... Jakarta : [papers]. Conference (8th : 1990 : Jakarta) Congress of Southeast Asian Librarians
   RSING 021.06059 CON -[LIB

9. *Proceedings of the seventh Congress of Southeast Asian Librarians : Manila, 15-21 February 1987. Conference (7th : 1987* : Manila, Philippines) Congress of Southeast Asian Librarians

10. [Conference papers]. Conference (7th : 1987 : Manila, Philippines) Congress of Southeast Asian Librarians

11. *The library in the information revolution : proceedings of the Sixth Congress of Southeast Asian Librarians, Singapore, 30 May-3 June 1983. Conference* (6th : 1983 : Singapore) Congress of Southeast Asian Librarians

12. *Sixth Congress of Southeast Asian Librarians, 30 May-3 June 1983, Shangri-la Hotel, Singapore. Conference (6th : 1983 : Singapore)* Congress of Southeast Asian Librarians

13. *Access to information : proceedings of the Fifth Congress of Southeast Asia Librarians, Kuala Lumpur 25-29 May 1981* / edited by D.E.K. Wijasuriya, Yip Seong Chun, Syed Salim Agha. Conference (5th : 1981 : Kuala Lumpur, Malaysia) Congress of Southeast Asian Librarians

14. *Regional cooperation for the development of national information services : proceedings of the Fourth Congress of Southeast Asian Librarians, Bangkok, Thailand, June 5-9, 1978. Conference* (4th : 1978 : Bangkok, Thailand) Congress of Southeast Asian Librarians

15. *Fifth Congress of Southeast Asian Librarians, 24-29 May 1981*, Kuala Lumpur, Malaysia : [proceedings]. Congress of Southeast Asian Librarians (5th : 1981 : Kuala Lumpur, Malaysia)

16. *Conference of Southeast Asian Librarians, 14-16th August 1970, University of Singapore. Conference (1st : 1970 : University of Singapore)* Conference of Southeast Asian Librarians .

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 021-148-E
Division Number: VI
Professional Group: Management of Library Associations - Workshop
Joint Meeting with: Asia and Oceania
Meeting Number: 148
Simultaneous Interpretation: -

Association "Information Consortium of Kazakhstan Libraries" - a possibility of consolidation of information resources within the country

Kama G. Urmurzina
President
Information Consortium of Kazakhstan Libraries

Abstract:

Today the Republic of Kazakhstan is beginning its journey to the day when it will provide wide, public, unlimited access of users to world information resources.

In September, 2001 was created a new public association based on democratic management methods and entitled as "The Association for Cooperation with International, State and Other Organizations "Information Consortium of Kazakhstan Libraries" The initiator of the Consortium in question was the Republican Scientific and Technical Library joined by the Central Scientific Library.

The purpose of the Consortium lies in ensuring free, equal access of users of libraries to integrated information resources of Kazakhstan and foreign countries using modern computer technologies, telecommunication facilities and international Internet network.

In Kazakhstan eight million readers use the book collections funds of 10,000 libraries accountable to various ministries and working, as a rule, isolated from the libraries of other specialties.

The Republic has no Law "On Library Business" that is to unite all libraries sharing common aims and challenges and outline the obligations of the state towards libraries and the responsibilities of founders for their financial and technical support.

There is no uniform state program for automation of libraries. Hence, a changeover from traditional technologies to computers varies from region to region.

Today the Republic is beginning its journey to the day when it will provide wide, public, unlimited access of users to world information resources. Although it is obvious that it is libraries that will become information support in all fields of human activity, including economy, business, science, education, culture.

Now the libraries are enjoying a differing financial support and care of the founders of the libraries' needs.

This is the reason why the libraries have a varied level of development, specifically regarding automation and introduction of new information technologies. This is a general picture of the state of library business in the republic.

However, the republic has thriving large well-equipped libraries. Among them is the Republican Scientific and Technical Library of Kazakhstan (RSTL) founded in 1960. It runs 12 affiliates located many hundreds of kilometers from Almaty in the regional centres. The book collection of the library comprises 40 million documents, including normative and patent documentation, firms' equipment and machinery catalogues, dissertations. The library serves 55,000 readers and over 4,000 enterprises and organizations and is fully automated. All of its subdivisions have access to the Internet. The library sets off the lack of the republic's budget subsidies by non-budget earnings for paid services, sponsorship support and grants. The library's non-budget earnings account for 39% of which 30% is paid services.

Aware of the needs of the republic's library network, RSTL specialists came to conclusion that every single library will never succeed on its own.

The question "How can a vicious circle of hardship be torn up and inertness be overcome?" came up with the two answers: one can wait until the state will pay attention to a disaster of the libraries and authorities will take an initiative from above or the libraries will do as from below. Apparently, it is the second answer that suggests the real success in the given situation as public organizations only are capable of overcoming difficulties efficiently and solving complex corporate issues with concerted efforts of the library community.

However, there must be someone to be courageous enough to take the lead.

The initiator of the Consortium in question was the Republican Scientific and Technical Library joined by the Central Scientific Library. The two are accountable to the Ministry of Education and Science of the Republic of Kazakhstan. They were inspired with other regional interdepartmental consortia worldwide that successfully solve library problems without receiving the governments' subsidies. The example was given by the world's largest information consortium created by the Institute of Open Society, Budapest to unite 39 countries as the participants of the Electronic Information for Libraries Program. Thus, we came to be convinced that it is necessary to create a similar organization of much smaller size.

In September, 2001 Almaty hosted a general meeting of the founders of a new public association based on democratic management methods and entitled as "The Association for Cooperation with International, State and Other Organizations "Information Consortium of Kazakhstan Libraries" (hereinafter as the Consortium).

In November, 2001 it underwent a state registration. Its Charter stated that members of the Consortium must be legal entities engaged in implementing the aims of the Consortium. The members are

BEST COPY AVAILABLE

libraries, information and bibliographic institutions; as well as any organizations and institutions which have libraries or promote informatisation of libraries.

The senior body of management of the new organization is the General meeting of members of the Consortium. It handles the adoption of the Charter, the making of changes and additions to it; the description of basic activities; the endorsement of the size and the order of paying annual membership fees and contributions etc. The General meeting selects President, a Council and a Revision Committee.

The Council is an executive organ that outlines the priorities of projects and programs of the Consortium, handles membership issues and conducts other current operations.

Administrative, organizational and accounting activities are carried out by the executive director and an accountant.

The Charter determines the terms of powers of elected executives and employees.

All organizational issues were efficiently solved at a general meeting of members of the Consortium in March, 2002 attended by 43 representatives from 38 libraries that became the first members of the organization. They were actively involved in discussing the aims and challenges facing the new association and they way they can be implemented.

The purpose of the Consortium lies in ensuring free, equal access of users of libraries to integrated information resources of Kazakhstan and foreign countries using modern computer technologies, telecommunication facilities and international Internet network.

The primary goals are:

1. Sharing the costs of the Consortium created by the Institute Open Society in Budapest that provides access to text-through databases;

2. Searching for additional non-budget funds for the achievement of set goals;

3. Creating a nationwide service of electronic delivery of documents (EDD);

4. Assisting in professional development of library workers in Kazakhstan;

5. Implementing cooperation with international organizations, Kazakhstan state bodies, establishments, public organizations for the achievement of set goals; participating in the international programs and forums;

6. Publishing;

7. Development of other innovational processes for the organization of access to scientific and production editions;

8. Assisting in creating a single nationwide information venue;

9. Carrying out other activities that do not contradict to the laws of the Republic of Kazakhstan.

There were quite a number of objectives set out. They were divided in pressing (six objectives that are being achieved) and far-fetched.

The first members of the Consortium were 38 libraries from all the regions of Kazakhstan. They are 18 libraries of high schools, 13 scientific and technical libraries, four regional general scientific libraries and three other libraries.

They embarked on achieving the objective specified in the aforementioned clause 1 and joined the consortium created by the Institute of Open Society that provided access to text-through databases. The libraries enjoy the right of access to EBSCO databases in compliance with the program "The Electronic

Information for Libraries". Interest in a worldwide circulation of documents is on the rise day by day. The concept of organizing access to Russian electronic resources and databases for science and engineering has become attractive in the framework of the eIFL-project.

The libraries of the consortium have to pay considerable fees for access to databases but the libraries cannot provide them from their own budget.

Hence, the financial issue arising from the search of additional non-budget funds for the achievement of set objectives has proved the most pressing.

According to the Charter, the operation activity of the Consortium is carried financed with membership fees and contributions, grants and sponsorship, other financing sources that are allowed by the laws of the Republic of Kazakhstan.

However, it is clear that membership fees will unlikely make it possible to solve even the most simple issues. Hence, external funds are required and in this case a public organization rather than an individual library has more chances to secure them. RSTL undertook to provide a security and develop projects for securing funds to pay for access to databases.

RESTL developed and submitted projects to an information service of the U.S. Embassy, Soros-Kazakhstan Foundation and Eurasia. The two first organizations provided USD 20,000 for the projects. The latter is under consideration. Under the favorable coincidence of circumstances this year payments for the services of EBSCO will be made with grants. At the same time, the members of the Consortium focus on investing in the programs of the eIFL-project and identifying additional funds at regional levels.

Any library of Kazakhstan as a member of the Consortium can enjoy an opportunity of joining the aforementioned programs and new endeavors.

The third issue is creating a service for electronic delivery of documents in order to deliver copies of texts to remote users. But it is still under consideration. A service has been initiated practically in a number of local library systems. The mission of the Consortium is to generalize accumulated experience, encourage, first of all, the largest libraries to take an initiative and, finally, create an EDD service that will provide interactions in the republic, accept uncompleted orders and continue the search of documents in all libraries of Kazakhstan and beyond.

The solution to the issue No. 4 that lies in the assistance of professional development of library employees came initially from RESTL that created a Centre for professional development of library workers in Kazakhstan. From July 2000, when the Centre began its operation up to December 31, 2001 363 library workers of Kazakhstan, Kirghizia and Tajikistan have been trained at training seminars. They are the representatives of libraries of all departments and types: National libraries of the three countries, regional scientific libraries, industry-based libraries, libraries for youth, children, high school, blind and visually impaired citizens, head libraries of the Central library systems and affiliated public libraries.

The topics of training seminars are relevant and appealing to each attendee regardless of specific features of the library in which he/she works. The topics are Marketing research in libraries, Staffing management, Partnership in the search of an effective development strategy, Internet resources management, Advertising in libraries: theory, methodology, practice, Business-plan in libraries and others.

Part of costs of the Centre was paid with grants of the foundations of Eurasia and Institute of Open Society in Budapest which gave a chance cash-stripped library workers from the most remote regions of Kazakhstan and Kirghizia to be trained and upgrade their qualification.

Regional centres are being created that will surely provide support to libraries of other departments, members of the Consortium.

The frequency of varied training events depends on the funds of the Consortium.

BEST COPY AVAILABLE

Today's strategy is as follows.

The Centre for professional development of libraries in Kazakhstan will set the priority for training member libraries of the Consortium at training seminars unless otherwise specified by a grant issuer.

In January, seven libraries in Almaty were proposed to attend three-month English language courses free of charge. The libraries sent ten people for the courses financed by the Institute of Open Society in Budapest.

In case the Centre renders paid services an entrance fee for members of the Consortium will be considerably less. If funds are available the Consortium will carry out events for their members.

The primary events were training seminars for the use of EBSCO databases. The Creation of the Republic's Corporate Library Systems seminar was held with the participation of a representative of the Lithuanian national library. He presented the program considering the issues relevant for Kazakhstan libraries.

It is planned to hold the following seminars: Lobbying the interests of libraries at state and regional levels and The State information infrastructure (devoted to access to documents in the regions) which is new for Kazakhstan libraries. The two events will take place in five cities of Kazakhstan. A U.S. speaker has been invited to hold them. The Information Service of the U.S. Embassy agreed to pay all the relevant costs for his/her trip.

The issue No. 5 is to solidify an international community and involvement in international programs and forums and some libraries in Kazakhstan are solving the issue. For example, RSTL cooperates with various funds and organizations; participates in the work of international conferences Krym and Libnet. It also participated in the work of IFLA sessions in Copenhagen, Peking, Bangkok, Jerusalem, got acquainted with the experience of libraries in the U.S. and Finland and used the services of INTAS project. The mission of the Consortium is to involve primarily the republic's largest libraries in international activity.

And, at last, publishing. This activity will be the result of the work done, a means of advertising, promoting awareness of the Consortium's efforts and encouraging libraries to join the association as new members.

We have no doubts that the initiative will be brought to the logical end and Kazakhstan will enjoy improvements in information support to science, production practice, education and other areas of human activity. The realization of hopes depends on our interest and activity.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 020-148-E
Division Number: VI
Professional Group: Management of Library Associations - Workshop
Joint Meeting with: Asia and Oceania
Meeting Number: 148
Simultaneous Interpretation: -

Role and importance of national and state level associations in library development in India

C.R. Karisiddappa
President, Indian Library Association, University Librarian, Dept. of Library and Information Science,
Karnatak University,
Karnataka, India
E-mail: karisiddappa@yahoo.com

Abstract:

Professional associations, societies academics and foundations form a backbone of the professional development. In a developing country like India the role and importance of Library Associations in the development of libraries is hardly realized. Social, political, economic and educational factors have a major share in the flurishment of the Associations. It is true in the case of India. This paper presents the brief outline of the existing scenario of the Library Associations in India. Regional Associations role is more visible in some parts of country and in recent years the associations at the national level are striving hard to make their presence felt and convincing the professionals that they have some role to play in the library development programme. Some of the vital issues are proposed for consideration and discussion.

Introduction:

Associations and Professional Societies are powerful forces representing the voice of the professional community to solve the problems related to the welfare, status, working conditions, physical facilities, education and training including the research and development activities. Although the central purpose of the associations has always been to serve the needs and to protect the interests of the community, they strive to broaden the purpose and serve the over all needs of the nation.

Associations become more common and significant as society advances in Science and Technology, complexity and scale and hence their study is becoming the part of study of social change. In the contemporary situation, due to rapid social change, associations are important as a means of organizing people in order to achieve new ends. They are also of great significance to the professionals in that they reveal cultural values and goals that the members themselves are unable to formulate. Another important aspects of rapid social change is the way new forms of organizations create new roles and relationships.

Indian Scenario:

Unity in diversity is the watchword of Indians. Though India has suffered social, economic and educational set back due to the frequent invasion and as a consequence of transfer of power from the Mughal to the British, she also gained much that proved to be of lasting value. The contact with the west had opened out a window through which her people could look at a world, which was rapidly expanding, and making progress in material attainments.

There are few library associations in different part of India whose contributions to the development of national consciousness were immense and deserve to be remembered by the future generation of library professionals. Association is a yardstick for measuring the growth of awareness of problems and needs of a country with in a given time. Founding fathers of Librarianship in India have very clearly visualized the commitment of the associations to the following vital aspects;

1. The furtherance of library movement in India.
2. The promotion of the training of librarians
3. The improvement of the status of librarians

These activities are very well reflected in the overall performance of Indian Library Association, Bengal Library Association, Andhra Pradesh Library Association, Andhra Pradesh Public Library Association, Madras Library Association, Karnataka Library Association, Punjab Library Association and Kerala Library Association.

The associations in their formative period were adorned by the men of eminence who have dedicated themselves to the cause of national development. They were the great visionaries supported by very committed people who were the first rate scholars in their own field of activity and worked to fulfill the objectives set by the elders.

Library Associations and Societies, Academies, Trusts and Foundations have endeavoured a lot to give a new face-lift to the professionalism in India. Presently, there are associations and societies representing different types of Libraries and Information Centers. Most of them are making consistent efforts to develop the associations on the pattern of the associations of United States of America and United Kingdom. Many of them are emulating the world-recognized associations. But, there are some constraints of peculiar nature, which are coming in the way of progress.

It is observed that the associations inspite of national and regional recognition constantly striving;

i) To promote the spirit of professionalism.

ii) To see that the gaps in the professional activities are filled.

iii) To bring together other smaller organizations and associations in the neighborhood.

iv) To bring professional talents together.

v) To nourish the profession to inculcate good professional ethics.

vi) To promote education and training.

Dawn of New Associations:

Emergence of INSDOC (1952), NISSAT (1971) and INFLIBNET (1991), and other subsequent Information Systems and Networks have paved the way for new professional outlook and consequently the formation new associations and societies for the development, promotion and application of information technology in day to day activities. Society for Information Science (SIS) which was formed in 1976 is one such example. This society started functioning from 1981 with well stated objective of ;

(i) inter-change of information on Information Science among the specialists and between the specialists and the public.

(ii) to encourage and assist the professionals engaged in Information Technology to maintain professional integrity and competence, and

(iii) to foster a sense of partnership among the professionals.

The activities of SIS over the years have developed a sense of responsibility and awareness of IT application for information activities through its composition of members from different subject fields and through the conferences and seminars.

Inspite of the success story of the achievements of the library associations, there are some lacunae in the library development programmes in India. The reasons for this are many. India is a vast country having different political parties both at the center and the states. The fluctuations in governments are very common. Whatever the best work done in promoting the library development with the mediation of the Associations may or may not be continued. Hence the development of the libraries is hampered. Even the Associations have inculcated the spirit of the political system and more involved in elections and making efforts to gain the power. This has resulted in slowdown of the development. Associations at the National level like ILA, IASLIC, and SIS have done some noticeable changes and developments. They are hardly continued by the next group of office bearers. They may go for their own strategies. Therefore the Associations have to have a plan of action to withstand the test of the time.

It is strongly felt that the Associations should take a broad outlook and consider the following aspects in order to gain the national and international recognition;

(i) Maintaining the task force of members to analyze professional problems and to find ways to solve them.

(ii) Strive for representing the government formed task forces to form a part of the nation building.

(iii) Conduct tests and inspection and grading services to help and ensure professional satisfaction.

(iv) Developing standards, grade-and-quality labeling to help the professionals to choose right products to serve the needs of the users.

(v) Workout the method of operation to introduce accreditation and assessment of Library and Information Science education and training.

(vi) Formulation of lobbying group to interact with the administrators, management, bureaucracy and the local governments to impress upon them the need for giving the library due consideration of essential services.

(vii) To workout the practical and viable norms and standards for LIS programmes through distance mode of education.

(viii) To formulate national Information Policy and advocate for its implementation.

In this direction Library Associations in India have made very marginal progress. National Associations have the Special Interest Groups in very vital aspects of the professional matters like Library Legislation, Academic Libraries, Special Libraries, Government Libraries, LIS Education and Research, Information Technology Application etc. But the aspects of Standardization, Accreditation, and Curriculum Development providing choice based credit system, interdisciplinary research, collaboration and linkage with national and internationals organizations and associations etc., are not given serious thought. Time is ripe and the new millennium demands that the appropriate action be taken by the associations in India in this regard.

Padmashri *Dr. S.R. Ranganathan*, the father of library movement in India has guided the activities Madras Library Association since its inception with his multifaceted professionalism. His contribution to ILA and many other regional library associations are worth appreciating. He was responsible for inspiring innumerable followers all over the country to carry the mission forward. The achievements of ILA, IASLIC, RRLF and SIS have set a good trend of bringing out publications, organizing seminars, conferences and workshops, promoting education and research encouraging the regional and local level associations. Comparatively speaking much more remains to the achieved by these organizations.

Conclusion:

Library Associations in India suffer from the financial assistance both from the professionals and the government. They thrive only on membership fees and sale of publications. Conferences and Seminars conducted now and then provide the additional income to run the association. Very few associations have assets to nourish their activities. It is the time for the Associations to plan for fund rising activities and exploring the possibility of philanthropy. In addition the promotion of consultancy, marketing and conducting need based education and training programmes will go a long way in making the associations to strengthen further. There is a need for promoting the research activities and exploring the funding agencies to fund the research. Institution of awards, prizes, fellowships etc., will help in changing the attitude of the professionals and developing the regard for professional activities.

Further, India needs a Federation of Library Associations in order to bring together all the scattered associations at national and regional level together. This federal outlook will enable smooth co-operation, co-ordination, standardization and development. This reminds the adage, ***" Coming together is a beginning, Keeping together is progress, Working together is success".***

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	073-151-E
Division Number:	VI
Professional Group:	Information Technology - Workshop
Joint Meeting with:	-
Meeting Number:	151
Simultaneous Interpretation:	-

Report from International Conference on Dublin Core and Metadata Applications 2001

Shigeo SUGIMOTO
University of Library and Information Science, Japan

Jun ADACHI
National Institute of Informatics, Japan

Thomas BAKER
Birlinghoven Library, Fraunhofer-Gesellschaft, Germany

Stuart WEIBEL
Dublin Core Metadata Initiative, USA

Abstract:

This paper describes the International Conference on Dublin Core and Metadata Applications 2001 (DC-2001), the ninth major workshop of the Dublin Core Metadata Initiative (DCMI), which was held in Tokyo in October 2001. DC-2001 was a week-long event that included both a workshop and a conference. In the tradition of previous events, the workshop provided a forum for developers of Dublin Core to discuss important issues face-to-face. The conference part included both tutorials and presentations of peer-reviewed papers. The paper also describes follow-up activities since DC-2001 by working groups and the DCMI Usage Board. These activities are put into the context of DCMI's recent reorganization.

1. Introduction

Since the first metadata workshop in Dublin (Ohio) in 1995, a series of nine workshops has provided the developmental focus for the Dublin Core Metadata Initiative (DCMI)[1]. These workshops have provided the primary opportunities for the Dublin Core community to meet face-to-face, exchange ideas, build consensus, and develop an ongoing workplan. At the Seventh Dublin Core workshop in Frankfurt in October 1999 (DC-7), DCMI recognized a need for a broader audience of researchers and implementers to present new metadata technologies and report on deployment experience. Consequently, DC-8 in Ottawa in October 2000 provided a platform for peer-reviewed implementation reports and poster presentations. On the basis of this experience, DCMI extended the scope of the workshop series beyond that of DCMI working-group meetings to include introductory tutorials and conference papers on issues broadly related to metadata on the Web.

DC-9, held at the National Center of Sciences in Tokyo in October 2001, was both the first workshop cast as a full conference on metadata and the first event in the DCMI series to be held in Asia [2]. Re-named the International Conference on Dublin Core and Metadata Applications 2001 (DC-2001), the conference attracted 300 participants from nearly thirty countries of Asia-Pacific, Europe, and North America. Many attendees new to the DCMI context came from within Japan and from other Asian countries.

2. International Conference on Dublin Core and Metadata Applications 2001 (DC-2001)

2.1 Overview of DC-2001

The conference was hosted by the National Institute of Informatics (NII), formerly called NACSIS, which is both the information hub for the Japanese academic libraries and a central government-sponsored research center for information and computer science. NII was chosen as the primary host both because of their participation in previous Dublin Core workshops and because of their excellent location and conference facilities. Jun Adachi of NII served as General Chair of the conference. From the early stages of preparation, NII worked jointly with the co-sponsors: the National Diet Library (NDL), Japan Science and Technology Corporation (JST), Communications Research Laboratory (CRL), the University of Library and Information Science (ULIS), and DCMI.

Not limiting itself to Dublin Core, DC-2001 targeted a broader metadata community. The workshop and conference programs were each given the equivalent of two full days. The workshop event, organized by Makx Dekkers, Managing Director of DCMI, was planned as a smaller workshop, on the model of previous DCMI workshops, with working-group and administrative meetings. The conference event, co-chaired by Shigeo Sugimoto and Thomas Baker, included a full conference with a tutorial track, poster presentations, and paper sessions. There were several invited sessions on topics such as educational metadata, geographic information systems, and next-generation Internet technologies. Makoto Nagao, President of Kyoto University and President of the Japan Library Association, presented a keynote on metadata for multimedia information.

A call for papers was issued in Spring 2000 and active preparations began in July. Papers were solicited not only on novel research results but also on implementation experience and "good practice". Fifty papers were received from authors in twenty countries from four continents. Each paper was assigned at least four reviewers. DC-2001 accepted 29 papers for oral presentation and 12 papers for poster presentation. These accepted papers, plus a few invited papers, were presented in paper sessions. The conference proceedings were published both in printed and electronic forms.

The conference organizer arranged with the Journal of Digital Information (JoDI), a peer-reviewed online-only academic journal, to publish a selection of papers from DC-2001. Starting with all papers submitted to DC-2001 as regular research papers and accepted by DC-2001 for oral presentation, JoDI submitted the papers to a second parallel review process; in some cases, conference papers were revised for JoDI in response to reviewer suggestions [3].

The local organizers recognized from a very early stage of planning that tutorials would be a very important part of the event for attendees, many of whom would be relatively new to Dublin Core and to metadata generally. Tutorials covered basic issues of metadata and Dublin Core for beginners and potential practitioners:

1. Introduction to Dublin Core by Erik Jul
2. Introduction to Resource Description by Erik Jul
3. Introduction to Application Profiles by Andy Powell and Rachel Heery

The local organizers, together with DCMI, provided some travel support, especially for attendees from developing countries. In the end, there were roughly 300 registrations including 100 from outside Japan. Table 1 summarizes participation by country.

Table 1. Summary Table of Participation by Country

Australia
Canada
Denmark
Estonia
Finland
France
Germany
Hong Kong
India
Indonesia
Italy
Japan
Korea
Luxemburg
Malaysia
New Zealand
Philippines
Portugal
Russia
Singapore
Spain
Sweden
Switzerland
Taiwan
Thailand
United Kingdom
USA
Vietnam

2.2 Highlights of the Workshop Track

The Workshop track at DC-2002 included meetings by a variety of working groups with ongoing work plans, including working groups on "agents", educational resources, government information, and libraries. These face-to-face meetings helped clarify problems and stimulate progress in the working groups, in particular on developing formal proposals to the DCMI Usage Board. Discussions in the Agent Working Group focused on on an Agent Linking proposal, providing direction for linking structured metadata about people and organizations into metadata concerning the resources for which such agents are responsible.

At the Tokyo meeting, the Citation Working Group identified several areas requiring effort: to propose a citation qualifier for dc:identifier; to propose a means of encoding a journal article bibliographic citation record within a parsable text string; to identify a list of standard identifiers applicable to bibliographic citation; and to propose a means of encoding a journal article bibliographic citation record in XML and RDF. The working group on the element decided that development of a DCMI sub-type list would be impractical; rather, that the task of the WG should be to advise domain-specific groups on identifying their own lists of types by developing best-practice guidelines. An outline for "Guidance for Domains and Organizations Developing Type Vocabularies for use with Dublin Core" was produced.

An important track at the workshop event was a series of meetings of the DCMI Usage Board, described in more detail below. This was the first occasion for the newly constituted Usage Board to meet at an all-DCMI workshop, and several discussions, both formal meetings and informal gatherings, provided an opportunity to exchange views with working groups about emerging requirements, architectural issues, and the work-flow of proposals submitted for new terms or domain-specific application profiles.

2.3 Conference Track

Table 2 summarizes the conference program, which covered a wide range from technical issues of metadata design to metadata applications in particular domains; the Appendix includes a full list of paper titles. In addition to the regular paper sessions there were several special sessions with (mostly) invited presentations on important areas adjacent to Dublin Core: educational metadata, geographical information systems and geospatial information, next-generation Internet technologies, Open Archives Initiative, and government information.

DC-2001 solicited not only research papers but also "good practice reports". In the Call for Papers, we had two submission categories – a "long-paper" category for regular research reports and a short-paper category for short reports on research or implementations that did not fall under the former. About half of the submissions were "long". However, several of the papers submitted to the short paper category achieved particular high scores from reviewers. Those high-score papers included surveys and activity reports on specific metadata domains – types of papers that are routinely rejected by more "innovation-oriented" academic conferences even though they may be informative for conference participants. The program co-chairs considered that these types of papers are crucial for the metadata community and decided to loosen the page limit in order to allow authors to describe their subjects in sufficient detail. The conference proceedings in electronic form is published by NII and accessible on the Web [4]

Table 2. Session Titles

Paper Session 1: Queries
Paper Session 2: Metadata for Learners
Paper Session 3: Domain Profiles I
Paper Session 4: Complexity and Granularity
Paper Session 5: Models
Paper Session 6: Domain Profiles II
Paper Session 7: Tools
Paper Session 8: Application Architectures

Special Session 1: Metadata in Education
Special Session 2: Government Information
Special Session 3: Open Archives Initiative (Panel)
Special Session 4: Next Generation Internet
Special Session 5: Geographic Information Systems

2.4 The DCMI Advisory Board at DC-2001.

The annual event provides an opportunity for the DCMI Advisory Board (formerly the Advisory Committee) to meet and discuss operational matters. The Dublin Core Advisory Board (DC-AB) is comprised of all chairs of DCMI Working Groups and Interest Groups as well as additional invited experts. The Advisory Board gives advice to the DCMI Directorate on all technical and strategic issues that occur during the operation of DCMI. It has a dual role in DCMI: internally, to assist in and advise on the developments that take place within DCMI, and externally, to liaise with the stakeholder community and other global metadata initiatives. It has an additional important role in reviewing charters and activities of Working and Interest Groups with specific emphasis on recognizing and signaling potential conflicts between activities, suggesting specific coordination between Working and Interest Groups, and proposing specific contacts with individuals, groups or organizations outside DCMI.

3. DCMI Activities since DC-2001 [5]

3.1 Working Groups

Working groups drive the development of Dublin Core by developing specifications, proposing metadata semantics, or clarifying requirements in particular domains. New and existing working groups are approved annually by the Advisory Board. At the Board meeting in Tokyo, working-group charters were approved to continue work on administrative metadata, the description of agents, architectural issues, citation methods, collection description, the education, government, and library domains, a Web-based registry, formal standardization, metadata tools, the type element, and a user guide.

Three new interest groups were approved for the topics of accessibility, environmental information, and localization-and-internationalization (LI). LI-IG is a renewal of the former Multiple Languages interest group, with a focus on addressing issues of expressing DC metadata in multiple languages and providing guidance on local issues for deploying Dublin Core. The Accessibility interest group provides a forum to discuss the accessibility of the products of DCMI itself, and to consider the relation between accessibility descriptions and Dublin Core descriptions. The Environment Interest Group is a forum for individuals and organizations involved in implementing Dublin Core in the environmental domain, with the objective to establish representation of the domain in DCMI and to promote interoperability within the domain through the use of Dublin Core. It will collect information on usage of the Dublin Core in the domain, work on establishing guidelines and develop a domain-specific application profile.

3.2 Usage Board

The Usage Board was chartered in February 2001 to act as an editorial review committee for maintaining the growing set of Dublin Core metadata terms over time [6]. Just as dictionaries have editorial groups to review and revise definitions and usage notes on the basis of empirical study and feedback, the DCMI Usage Board undertakes to clarify or update the definitions of existing terms, evaluates proposals for new terms submitted by working groups, and reviews "application profiles" that extend Dublin Core for use in particular areas such as educational resources or government information.

The idea of a Usage Board emerged from experience in the early years of the Dublin Core Metadata Initiative. After the two first "Recommendations" were approved by the full Advisory Committee – Dublin Core Metadata Element Set versions 1.0 and 1.1, a Usage Committee was formed in 1999 as a subset of the Advisory Committee to approve a first set of qualifiers in early 2000. Managing the discussion and balloting of 69 proposals for new terms among 25 members proved to be difficult, but the process helped clarify basic principles and suggested ways to improve procedures.

After the qualifier vote, DCMI was better prepared to formulate formal procedures and principles to guide the future processing of such proposals. The newly constituted Usage Board met for the first time in May 2001 with just seven members and has since expanded to eight. The Board evaluates proposals from working groups for their conformance to the principles and architecture of Dublin Core. This Dublin Core "grammar" includes a typology of Elements, Element Refinements, and Encoding Schemes along with some general principles, such as the axiom that the values of element refinements should be usable as values of the element refined. A "namespace policy" defines limits and guidelines for allowing the metadata terms maintained by DCMI to evolve in response to actual usage while ensuring the persistence of coherent semantics over time.

The Usage Board has met twice in 2001 and once in 2002, defining formal review processes, developing procedures for registering externally maintained encoding schemes, and approving several proposals for new terms. Proposals which are not approved are sent back to working groups with suggestions on how they might be revised and resubmitted. The process has the feel of the review board for a scientific journal or conference, where reviewers may actively engage with authors for the common purpose of improving the end results.

The underlying motivation for the Usage Board is to provide a framework in which metadata requirements that "bubble up" in particular implementation contexts can be shared in wider circles and eventually be incorporated into a standard where they will be declared in a persistent way and maintained in accordance with known principles. This reflects the conviction that metadata usage, analogously to language usage in general, can only partially be steered from the top down, on the model of traditional standardization activity. In the DCMI model, the art of standards development lies in striking balances between innovation from below and qualified review from above or between domain-specific specificity and cross-domain applicability. The Usage Board process aims to guide the formulation and formalization of community standards for particular domains that integrate well into broader frameworks for interoperability. Members of the Usage Board are:

Thomas Baker, Fraunhofer-Gesellschaft, Germany (chair)
Rebecca Guenther, Library of Congress, USA
Diane Hillmann, Cornell University, USA
Traugott Koch, NetLab, Sweden
Haruki Nagata, ULIS, Japan
Andy Powell, UKOLN, UK
Roland Schwaenzl, University of Osnabrueck, Germany
Stuart Sutton, University of Washington, USA

3.3 Board of Trustees

One of the important transitions for DCMI in the past year has been the installation of a Board of Trustees. These trustees were chosen to provide strategic leadership and support to the organization, and were selected for their leadership and professional abilities in the public, private, and educational sectors. Board members come from six countries on four continents:

Denise Bedford, Thesaurus Manager and Senior Information Officer, World Bank Group (Washington, D.C., U.S.A.)
Joseph Busch, Knowledge Management Consultant
Michael Crandall, Technology Manager, Libraries and Public Access to Information Program, Bill & Melinda Gates Foundation (Seattle, Washington, U.S.A.)
Lorcan Dempsey, Vice President, OCLC Research (Dublin, Ohio, U.S.A.)
Juha Hakala, Development director, Helsinki University Library - The National Library of Finland (Helsinki, Finland)
Nathalie Leroy, Chief, Information Processing Section, Library, United Nations Office at Geneva (Switzerland)
Neil Mclean, Director, IMS Australia, Macquarie University (Sydney, Australia)
Nigel Oxbrow, Chief Executive, TFPL Ltd. (London, U.K.), and
Shigeo Sugimoto, Professor, University of Library and Information Science (Tsukuba, Japan).

The Board held its first face-to-face meeting in Lund, Sweden in April of 2002, at which time discussions were held to formulate organizational and business plans for DCMI.

BEST COPY AVAILABLE

4. DCMI and other metadata initiatives

4.1. DCMI and IEEE-LOM

At DC-8 in Ottawa in October 2000, DCMI and representatives of the IEEE-Learning Object Metadata (LOM) working group concluded a memorandum of understanding indicating areas of possible convergence on principles and encoding approaches that have the potential to increase interoperability between the two communities [7]. A subsequent meeting in Ottawa in August 2001 identified specific work items, which are now underway. A prominent deliverable from this activity is the recently published "Metadata Principles and Practicalities," an expression of agreement among leaders in the Dublin Core community and the e-learning community concerning basic principles of metadata [8]. This consensus should value to metadata practitioners in these respective communities as well as among metadata practitioners in general.

On the basis of the common principles identified, practical guidance will be developed, including a set of examples that illustrate how metadata should be generated in a given application profile involving both DCMI and LOM metadata as well as examples of application profiles in the form of a machine-readable compound schema. Further issues to be addressed are the development and maintenance of registries and an assessment of the degree of semantic drift that may have developed in the LOM interpretation of DCMI terms.

4.2. Dublin Core and Open Archives Initiative (OAI) [9]

The Dublin Core Metadata Initiative and the Open Archives Initiative are actively cooperating on metadata issues. Unqualified DC metadata is the default metadata set used in the OAI Protocol for Metadata Harvesting for the purposes of promoting cross-domain interoperability. Other domain-specific sets are encouraged as well, as envisaged in the modular metadata framework that both communities have been striving for. The OAI-DC schema has been developed for use with the OAI Protocol, and has been discussed at length in the DC-Architecture working group. It is expected that the schema will be of use for other applications as well, and will be hosted on the DCMI Website and maintained by representatives of both groups. This development is an important landmark in the development of Web-based metadata services, reflecting as it does the convergence of community consensus and the development of enabling infrastructure to support that consensus. The schema is available at http://dublincore.org/schemas/xmls/simpledc20020312.xsd.

4.3. W3C Semantic Web Activity

The launch of the Semantic Web activity by the W3C recognizes the increasing importance of supporting the infrastructure for defining, registering, and referencing structured vocabularies and ontologies on the Web [10]. The Dublin Core is an important part of this infrastructure, and the DCMI community has played a major role in laying the foundations for this work. A joint project between DCMI staff and W3C staff now under development will help illustrate the value of combining technologies such as the Resource Description Framework of the W3C with the Dublin Core to advance semantic interoperability on the Web.

The Internet Commons is all the more effective, the better information resources can be discovered, retrieved, and rendered. The linking idiom of the Web solves an important dimension of this problem, but cross-disciplinary metadata standards are required to increase semantic interoperability across languages, disciplines, and sectors. The Dublin Core addresses this need for general information resources, but namespace branding and the need for extensions to basic discovery metadata often make it desirable to manage metadata namespaces locally.

RDF schemas allow the declaration of metadata elements in ways that allow retaining control and branding of their local DC-derived namespaces declaring elements as sub-properties of a DC element where appropriate. Of course, local datasets may include elements not related to Dublin Core per se, but by using RDF schemas to declare relationships that are obvious, metadata designers can satisfy the need for local management and element set branding while still ensuring that their data will be visible in the larger context of the Internet Commons.

The joint project between DCMI and W3C staff will unify access to a substantial amount of data from different sectors in different countries using RDF schema declarations as described above. Participants will be recruited from the government sector, museums, business, trans-governmental organizations, and education. The resulting database will comprise a testbed accessible to researchers and designers to demonstrate and experiment with an operational cross-disciplinary store. It will provide a tutorial by example on a schema-based approach to enhancing cross-domain interoperability.

5. Concluding Remarks

DC-2001 was the first workshop event of the Dublin Core Metadata Initiative to include a full conference, with paper presentations and tutorials. Despite the uncertainties of an international event held soon after September 11th, DC-2001 attracted an excellent range of international and domestic participants. Most of the domestic participants were newcomers to DCMI events. DC-2001 provided an important model for continuing the shift in emphasis from basic standardization to evaluation and exchange of implementation experience in the broader metadata world.

References

[1] Dublin Core Metadata Initiative (DCMI), http://dublincore.org/
[2] DC-2001 homepage, http://www.nii.ac.jp/dc2001/
[3] Metadata - from the Dublin Core 2001 Conference, JoDI, vol.2, issue 2, http://jodi.ecs.soton.ac.uk/
[4] DC-2001 Proceedings, http://www.nii.ac.jp/dc2001/proceedings/
[5] Dekkers, M., and Weibel, S., Dublin Core Metadata Initiative progress report and workplan for 2002, http://www.dlib.org/dlib/february02/weibel/02weibel.html
[6] DCMI Usage Board, http://dublincore.org/usage/
[7] Memorandum of Understanding between the Dublin Core Metadata Initiative and IEEE Learning Technology Standards Committee, http://dublincore.org/documents/2000/12/06/dcmi-ieee-mou/
[8] Weibel, S., Duval, E., Hodgins, W., and Sutton, S., Metadata Principles and Practicalities, D-Lib Magazine 8:4 (April 2002), http://www.dlib.org/dlib/april02/weibel/04weibel.html.
[9] OAI Protocol for Metadata Harvesting, http://www.openarchives.org/OAI/openarchivesprotocol.htm.
[10] W3C Semantic Web, http://www.w3.org/2001/sw/

Appendix: Table of Contents from Proceedings of DC-2001

Paper Session 1: Queries

- RDF Declarative Description (RDD): A Language for Metadata, Chutiporn Anutariya, Vilas Wuwongse (Asian Institute of Technology), Kiyoshi Akama (Hokkaido University) and Ekawit Nantajeewarawat (Sirindhorn International Institute of Technology)
- Multilingual Access to Dublin Core Metadata of ULIS Library, Danyang Wen, Tetsuo Sakaguchi, Shigeo Sugimoto and Koichi Tabata (University of Library and Information Science)
- MetaXPath, Curtis E. Dyreson (Washington State University), Michael H. Bohlen and Christian S. Jensen (Aalborg University)

Paper Session 2: Metadata for Learners

- The Dublin Core and Metadata for Educational Resources, Stuart A. Sutton (University of Washington) and Jon Mason (EdNA)
- A Framework for the Multi-modal Description of Learning Objects, Eva Heinrich and Jisong Chen (Massey University)
- Author-generated Dublin Core Metadata for Web Resources: A Baseline Study in an Organization, Jane Greenberg, Maria Cristina Pattuelli, Bijan Parsia (University of North Carolina at Chapel Hill) and W. Davenport Robertson (National Institute of Environmental Health Sciences)

Paper Session 3: Domain Profiles I

- Management of Environmental Information in the European Information and Observation Network (EIONET), Matthias Menger, Thomas Pick (European Topic Centre on Catalogue of Data Sources), Hannu Saarenmaa (European Environment Agency) and Kirsti Lounamaa (TietoEnator)
- Collaborative Cataloguing of Moving Images and New Media Art Works, Simon Pockley and Emily Cavanagh (The Australian Centre for the Moving Image)
- Metadata Mapping and Application Profiles. Approaches to providing the Cross-searching of Heterogeneous Resources in the EU Project Renardus, Heike Neuroth (Lower Saxony State and University Library Gottingen) and Traugott Koch (Lund University)

Paper Session 4: Complexity and Granularity

- A metadata framework to support scholarly communication, Thomas Krichel (Long Island University) and Simeon M. Warner (Los Alamos National Laboratory)
- Mixing and Mapping Metadata to Provide Integrated Access to Digital Library Collections: An Activity Report, Karen Calhoun, Tom Turner, Meryl Brodsky, George Kozak, Marty Kurth, Fred Muratori, David Ruddy and Sarah Young (Cornell University)
- A Metadata Approach to Digital Preservation, Maria Luisa Calanag, Shigeo Sugimoto and Koichi Tabata (University of Library and Information Science)

Paper Session 5: Models

- What Terms Does Your Metadata Use? Application Profiles as Machine-Understandable Narratives, Thomas Baker (Fraunhofer-Gesellschaft), Makx Dekkers (Dublin Core Metadata Initiative), Rachel Heery, Manjula Patel (UK Office for Library and Information Networking) and Gauri Salokhe (Fraunhofer-Gesellschaft)
- The ABC Ontology and Model, Carl Lagoze (Cornell University) and Jane Hunter (DSTC Pty,Ltd.)
- A Metadata Kernel for Electronic Permanence, John A. Kunze (University of California)

Paper Session 6: Domain Profiles II

- A Dublin Core Application Profile in the Agricultural Domain, Irene Onyancha, Johannes Keizer and Stephen Katz (Food and Agriculture Organization of the United Nations)
- Design and Implementation of the National Institute of Environmental Health Sciences Dublin Core Metadata Schema, W. Davenport Robertson, Ellen M. Leadem (National Institute of Environmental Health Sciences), Jed Dube (National Institute of Environmental Health Sciences / OAO Corp.) and Jane Greenberg (University of North Carolina at Chapel Hill)
- Metadata Development for Digital Libraries and Museums - Taiwan's Experience, Hsueh-hua Chen (National Taiwan University) and Chao-chen Chen (National Taiwan Normal University)

Paper Session 7: Tools

- A Multilingual Metadata Schema Registry Based on RDF Schema, Mitsuharu Nagamori (University of Library and Information Science), Thomas Baker (GMD German National Research Center for Information Technology), Tetsuo Sakaguchi, Shigeo Sugimoto and Koichi Tabata (University of Library and Information Science)
- Personalizing Information Spaces: A Metadata Based Approach, David L. Hicks (Aalborg University Esbjerg) and Klaus Tochtermann (Know-Center)
- Evaluation and Design Issues of Nordic DC Metadata Creation Tool, Preben Hansen (Swedish Institute of Computer Science)

Paper Session 8: Application Architectures

- zetoc: a Dublin Core Based Current Awareness Service, Ann Apps and Ross MacIntyre (University of Manchester)
- Metia - A Generalized Metadata Driven Framework for the Management and Distribution of Electronic Media, Patrick Stickler (Nokia Research Center)
- Qualified Dublin Core using RDF for Sci-Tech Journal Articles, Thomas G. Habing, Timothy W. Cole and William H. Mischo (University of Illinois at Urbana-Champaign)
- Metadata Interoperability and Meta-search on the Web, Enric Peig, Jaime Delgado and Ismael Perez (Universitat Pompeu Fabra)

Special Session 1: Metadata in Education

- Metadata for Education, Jon Mason (EdNA)
- What's LOM?, Yasuhiro Okui (Nihon Unitec Co.,Ltd)
- Effective Retrieval of Educational Resources by Using Learning Object Metadata for K-12 Schools in Japan, Masanori Shinohara, Mayumi Okamoto (NTT-East Co.), Yasuhiro Okui (Nihon Unitec Co.) and Takamitsu Tanaka (NTT Learning Systems Co.)
- The Meaning of LOM and LOM Authoring Tool on HRD, Kenji Hirata (The Sanno Institute of Management), Yoshiyuki Takaoka, Mamoru Ohta (Toko Seiki Co.) and Mitsuru Ikeda (Osaka University)

Special Session 2: Government Information

- Metadata in the UK, Maewyn Cumming (Office of the e-Envoy)
- The use of Metadata in Denmark, Leif Andresen (Danish National Library Authority)
- Between a Rock and a Hard Place: Dealing With NZGLS Development Issues, John Roberts (Archives New Zealand)
- Use of Dublin Core in a Portal Environment, Nancy Brodie (Treasury Board of Canada Secretariat)

Special Session 3: Open Archives Initiative

- Panel on Open Archives Initiative, Thomas Krichel (Palmer School), Rachel Heery and Andy Powell (UKOLN, UK)

Special Session 4: Next Generation Internet

- IPv6: Addressing the Future. Fred Baker (Cisco Systems, Inc.)
- What's going on about IPv6 in Japan?, Kazuhiko Yamamoto
- QoS Applications. Shinji Shimojo
- Emergency Communications System. Hiroyuki Ohno

Special Session 5: Geographic Information Systems

- CSIS Clearinghouse for Academic Research Communities in Japan, Masatoshi Arikawa and Takeshi Sagara (The University of Tokyo)
- Geographic data clearinghouse activity in GSI, Noriyuki Takakuwa (Geographical Survey Institute, Ministry of Land, Infrastructure and Transport)
- Japan Metadata Profile (JMP) for Geographic Information Clearinghouses, Morishige Ota (Kokusai Kogyo Co.,Ltd.)
- Constructing Digital Earth with Geo-Informatics, Hiromichi Fukui (Keio University)

Posters

- Interoperable Summary Description Model Using Dublin Core, Do-Nyun Kim and Young-Won Song (LG Electronics)
- A Metadata Case Study for the FRBR Model Based on Chinese Painting and Calligraphy at the National Palace Museum in Taipei, Simon C. Lin, Ya-ning Chen, Shu-jiun Chen, Yi-ting Chang (Academia Sinica) and Shai-lan Hu (National Palace Museum)
- Adopting DC Metadata for Union Serial System of KERIS: It's Design and Implementation, Yong Soon Kim, Ji Won Lee and Hyeong Yong Park (Korea Education & Research Information Service)
- A Metadata Application Profile for the German Virtual Library. Carola Wessel and Heike Neuroth (Goettingen State and University Library), Design and Implementation of Metadata for Indian Fungi (Heterobasidiomycetes): Lessons From Library and Information Science Field. Shubhada Nagarkar

(University of Pune), Kanchanganga Gandhe (Modern College) and Geoffrey Bowker (University of California, San Diego)

- Metadata for Evidence Based Medicine Resources, Yukiko Sakai (Keio University)
- A report on Dublin Core based research information service on mathematics, Kazuhiko Asou (The University of Tokyo), Takako Nakahara (Kyoto University) and Takao Namiki (Hokkaido University)
- Educational Information in the Web: Discussing the Metadata Requirements for a Web Service Guiding Citizens' Education, Soile Hirvasniemi and Kai Oorni (University of Oulu)
- The San Fernando Valley History Digital Project: a Collaborative Digital Project. Between Local Historical Societies and a University Library
- Mary S. Woodley (University of California, Northridge), Necessities on a Descriptive Level for Reusing Metadata Descriptions, Kazushi Ohya (Maruzen Co.,ltd.)
- Priority Control Mechanism managed by Metadata, Rei S. Atarashi (Communications Research Laboratory / Nara Institute of Science and Technology), Hiroyuki Ohno (Communications Research Laboratory), Makoto Niimi (Yokogawa Electric Corporation/Communications Research Laboratory) and Kunihiro Chihara (Nara Institute of Science and Technology)
- ISI's Implementation of Network Resources in Secondary Databases: Selection Criteria, Metadata, and Linking , Yasuki Kaneko (ISI -Thomson Scientific-)

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 117-152-E
Division Number: IV
Professional Group: Bibliography - Workshop
Joint Meeting with: National Libraries
Meeting Number: 152
Simultaneous Interpretation: -

Challenges of providing bibliographic access to remote electronic resources in national bibliographies: Problems and solutions – an overview

John D. Byrum, Jr.
Regional and Cooperative Cataloging Division
Library of Congress
Washington, D. C.

ABSTRACT:

The proliferation of online resources has resulted in creating and accentuating challenges for national bibliographic agencies throughout the world. Through strategic planning and innovative approaches, providers of national bibliographies are seeking to realize bibliographic control of remote electronic material. For success, they will need to achieve a variety of goals, including: pursuing cooperative database building, re-purposing bibliographic information, and adapting selection criteria and levels of cataloguing to the special features of the digital world to achieve effective coverage of these resources; developing more automated tools for creating and maintaining bibliographic information and metadata; fostering increased research and development to improve cataloguing tools; expanding educational and training opportunities to prepare cataloguers and other library staff to better understand and service electronic resources; and, establishing a wide array of collaborative ventures with partners from throughout the information industry to gain needed resources to make it possible to meet the challenges of electronic resources.

The emergence of electronic material as a type of informational resource of value to libraries and library users can be traced back to the 1960s, if not before. Indeed, electronic works had become of sufficient interest to the profession by the 1970s that groups were formed to formulate cataloguing rules and practices by which machine-readable data files and programs could be described and accessed within the parameters of national bibliographies and library catalogues. In 1977,the *ISBD(NBM): International Standard Bibliographic Description for Non-Book Materials*[1]and this publication set out rules for description of electronic formats for the first time within the IFLA framework. Although the only electronic resource provided for by this standard was machine-readable data files, by 1990 computer files, defined as data files and programs, had been allocated their own ISBD.[2] But, it was during the decade which followed that the nature and availability of electronic resources proliferated, necessitating only seven years later a major overhaul of this ISBD. Thus, in 1997 the *International Standard Bibliographic Description for Electronic Resources*[3] was published, covering the entire array of available handheld and remote electronic resources. Clearly, IFLA has successfully provided leadership through its ISBD program in formulating standard bibliographic descriptions to cover the gamut of new formats emerging from the technological revolution that closed the 20th century and continues even today. The ISBD(ER) is widely applied by national and other libraries throughout the world, either directly or indirectly through incorporation into most if not all national and multi-national cataloguing codes. In addition, there are, of course, a variety of metadata schemes from which to select for simpler and briefer descriptions of Web material.

As a result, specification of descriptive requirements needed to establish bibliographic control of remote electronic resources is not a problem needing to be addressed. Nevertheless, the incredible proliferation of networked information in a variety of complex and often mutable formats presents challenges so numerous and difficult as to raise the possibility of bibliographic chaos. From the point of view of the national bibliographic agency, bearing responsibility of creating an ongoing record of cultural heritage, the first and perhaps greatest need is to establish strategic response to this proliferation. National libraries on their own initiative and in some cases encouraged by legal deposit requirements have come to accept responsibility to expand the scope of their national bibliographies to include appropriate networked resources. It may prove necessary in some cases for the national bibliographic agency to remind or convince its funding sources of the importance of Web materials as an essential component in the overall "national imprint."

Whether mandated or undertaken as an initiative by the national bibliography, the additional workload of listing Web resources will rarely be offset by sufficient additional staffing, so national bibliographic agencies should expect to be challenged to develop new approaches to enable improved bibliographic control of proliferating electronic materials. National bibliographic agencies are finding that traditional policies and practices based on print and other tangible formats do not serve them adequately when confronting remote electronic resources.

Establishing the scope or coverage to which a national bibliographic agency will commit is the obvious early step in determining its strategic response. The "Final recommendations of the International Conference on National Bibliographic Services"[4] advises that "national bibliographies should include the current national output, and where practicable they should also provide retrospective coverage. When necessary, selection criteria should be defined and published by the national bibliographic agency." Because of the large and growing number of Web resources and the temporary nature of so many of them, it is quite likely that, as a practical matter, compilers of national bibliographies will need to adopt selection criteria to limit inclusion to materials that are of sufficient research or cultural value as to merit registration. In short, while national bibliographies might seek to include entries comprehensively for printed publications and perhaps also traditional non-book materials, they well may need to identify a sub-set of electronic resources to list.

Studies have revealed that Web resources are available for the full range of topics of interest to researchers worldwide[5]. Traditional criteria often used by libraries, archives, and museums for printed publications and other non-book materials might assist national bibliographies in establishing criteria for inclusion of electronic resources. Such criteria include authorship, content, provenance, accuracy, relevance to institutional mission, and subject matter. In addition, remote electronic resources entail other characteristics to consider determining which of them justify listing in the national bibliography. Relevant characteristics include design of the resource, ease of use, timeliness of content, permanence, quality of links to other sites, value-added utility beyond print versions, scholarly reputation of the originating domain, uniqueness, and persistence of the resource itself and the URL by which it is accessed. It will likely be necessary to differentiate those resources that are freely available from those that are commercially, not only in terms of selecting and collecting them but also in terms of providing access to them.

National bibliographic services might well want to develop or encourage development of software to assist with resource selection and evaluation. What I have in mind are tools that would examine the characteristics of the resources, the extent and nature of their linkages, and use patterns, and report results according to specified criteria. This is but one example of how new automated products might facilitate the work of national libraries in coping with electronic resources. Later I shall mention a few more possibilities.

Another approach to providing coverage of electronic resources in our national bibliographies takes the direction of encouraging partnerships with other agencies that catalogue such materials. The bibliographic descriptions produced by these partners could serve as the basis of entries in national bibliographies, either directly contributed according to arrangements established by the cooperating institutions or indirectly derived from records residing in utilities or OPACs. In the U. S., for example, OCLC and RLG maintain bibliographic databases that are already rich in cataloguing for Web resources, and libraries everywhere, including the Library of Congress, re-use records from these databases for their catalogues and bibliographic products. In addition, there are many other agencies, such as government printing offices, to enlist in a coordinated effort to increase entries for electronic resources in the national bibliography. Essential to the success of such partnerships are clear agreements as to the cataloguing standards to be followed for the descriptions but also those pertinent to formulating standardized access points and, of course, use of MARC formats. The Program for Cooperative Cataloging from which the Library of Congress routinely garners data contributed by several hundred member libraries committed to uniform standards provides one model for national bibliographic services to consider when reaching out for help in increasing their coverage of remote electronic materials.

In many cases, those who manage national bibliographic services are already quite experienced in establishing partnerships with publishers, particularly those who produce print products. The challenges of dealing with digitized or born digital material will greatly expand the concept to include collaboration with metadata producers; standards developers; systems and software vendors; computing and technology suppliers; scholarly and academic enclaves; dot.com creators; bibliographic utilities; registration agencies; government agencies; other libraries and perhaps museums and archives as well.

The recommendations from the International Conference on National Bibliographic Services call on the national bibliographic agency to "take a lead in the updating and maintenance of national and international standards and principles" manifested in the records they produce and distribute.[6] As already pointed out, current standards for bibliographic descriptions for the full range of electronic resources fortunately exist in the form of the ISBD(ER). Nevertheless, there are left unaddressed several cataloguing problems that national bibliographic services could provide leadership in resolving.

For example, many electronic resources raise multiple-version issues, which are outside the scope of the

ISBDs. There are at least two aspects to consider. Many Internet resources are exact or related digital expressions of works in other formats. And, different digital manifestations of the same work are not uncommon. As a practical matter, how shall these electronic versions be represented in our catalogues? This phenomenon, though not unique to electronic material, is pervasive in the world of Web resources. Should each version be given its own separate bibliographic description – at the cost of convenience to the user, who normally would prefer to find all representations of a given work within a single display? Or, should the bibliographic data for all versions be combined in a single display – usually at the cost of diminished identification of bibliographic features of the separate versions that in turn decreases potential for re-use of cataloguing records? Since the ISBDs mostly provide rules for describing publications and objects at the manifestation level, national bibliographic agencies need to develop policies advising when to create separate bibliographic records and when to create a single record for resources available in two or more versions.

As another example of where national libraries and bibliographic agencies for taking a lead role in promoting standards comes about as a result of the proliferation of structures for metadata has emerged in recent years, perhaps the best known being the Dublin Core. What is characteristic to the various schemes is that they provide a structure for housing information about resources but, they offer little direction for recording data. "No bibliographic database of any significant size," as Michael Gorman has pointed out, "could possibly work if filled with Dublin Core records containing random data without vocabulary control and standard presentation."[7] The developers of metadata formats have focused on creators and distributors of electronic documents as their users, believing quite rightly that authors and publishers are not likely to be much interested in the complexities of bibliographic description, standardized access, and subject analysis. It is, therefore, opportune for the national bibliographic agency to take the lead in promoting the values of standards, especially in relation to discovery, retrieval and display of information. At the Library of Congress, we believe a first step in this direction consists of developing and disseminating a statement of basic principles to explain clearly and convincingly why there is cost-benefit from the work we do and to develop this statement with input from the metadata community. We expect to have the document ready to present publicly, perhaps at a conference, by summer 2003. Admittedly, this initiative is most likely of an educational thrust, but hopefully it will produce some tangible benefits longer term. Meanwhile, national bibliographic agencies well might want to register the emerging schema and, where possible, provide mappings from their metadata elements to fields in our established standards and formats.

Meanwhile, as Gorman goes on to note, metadata records like those called for by the Dublin Core would obviously gain value to the extent that at least some of the data elements are provided in accordance with bibliographic standards and include normalized controlled information and therefore with the benefit of professional expertise. The most obvious candidates are the fields basic to identification (such as title) and retrieval (for example, authors and subjects), data requiring librarian skills. Although such enriched records would cost more than what might have been anticipated by the creators of the Dublin Core, they would be less expensive than fully standardized records. Gorman then offers a bibliographic model for bibliographic control of remote resource that I would commend to national bibliographic agencies. Visually, the model appears as a pyramid, with a relatively small number of fully described records at the top level, with a larger number of enriched Dublin Core records in the middle followed by a layer containing Dublin Core-like records without controlled data elements, and finally a bottom layer comprising electronic resources that were not considered worthy of bibliographic control and therefore retrievable only by means of search engines.[8] The role of the national library would be to establish which electronic resources are appropriate for each of the bibliographic levels and to develop cost-effective work-flows for processing them.

The virtues of this model reflect a realistic responsiveness to the challenges of Web resources, both as to their quantity and their informational value. But, other possibilities also exist to help national bibliographic services cope with the vast numbers of online resources. For example, they could develop or encourage others to develop metadata authoring tools to encourage creators of Web material to incorporate usable metadata in their products. Here the target industries include those who produce word processors, HTML editing tools, image creation and manipulation tools, and multimedia production tools. National libraries can also promote development of software to assist with creating and maintaining bibliographic records. For example, OCLC's Cooperative Online Resource Catalog (CORC) incorporates such functionality. Indeed, CORC exemplifies a bibliographic system that provides user-friendly interfaces in which persons creating catalogue records (in either MARC or Dublin Core format) are assisted by a program that proposes data for bibliographic fields using the content of the resources being catalogued. This kind of front-end to the Web could save cataloguer time and enable an increase in the number of resources listed in the national bibliography.

National libraries are also well situated to foster development of software that can detect significant changes in content of those resources catalogued and alert the agency to the need for record updates. In the U. S., as part of its Action Plan on Bibliographic Control of Web Resources, the Library of Congress has initiated a work item that is expected to result in development of this functionality.[9] The Library has also convened a working group to develop specifications for software that would facilitate maintenance of records for titles contained in aggregator databases enabling capture of accurate information about the volumes and dates of coverage of individual titles. If built into our cataloguing workflows, these tools would enable bibliographic services to improve the quality of their records for remote electronic resources.

In another strategic move, national libraries could seek opportunities to re-purpose the information generated by creators and marketers of online resources, just as they often do now in relation to the book trade. Regina Reynolds in her thought-provoking paper "Partnerships to Mine Unexploited Sources of Metadata" pointed out that in this area there is no single blueprint for establishing these partnerships. As she points out:

> To realize fully the potential of...metadata-based catalogue records, new partnerships and new sources of cataloguing data have to be explored and exploited. Metadata created in association with existing identifiers such as the ISBN and ISSN, and metadata planned to support emerging identifiers such as the Digital Object Identifier (DOI) and the developing identifier, the ISTC (International Standard Text Code), are potential sources of bibliographic data which libraries can convert, or convert and enhance to produce MARC records. Nonidentifier-based publisher registration procedures such as CIP, Copyright, and others might also yield useful data. As all of these registration procedures are increasingly completed electronically, they yield data which are highly manipulable, enhanceable, and convertible.[10]

Yet another opportunity for national bibliographic services to meet the challenges posed by online resources resides in development and utilization of staff. In her paper on "Redesign of Library Workflows: Experimental Model for Electronic Resource Description,"[11] Karen Calhoun argues that the highly centralized model for cataloguing library materials so characteristic of most libraries needs to give way to an "iterative, collaborative, and broadly distributed model". This concept values a team-based work organization, bringing together selectors, public services librarians, and cataloguers into the record creation process. Whereas in the traditional division of labor, the selector chooses resources, the cataloguer describes them, and the reference staff service them to the public, bibliographic control of remote electronic resources well may benefit from cross-functional collaboration among the selectors, cataloguers, and reference staff. Web resources lend themselves to this distributed model much more effectively than do physical objects. And, at the same time, national bibliographic agencies have the further opportunity of promoting the use and understanding of metadata standards for describing and managing digital resources not only by their own staff but elsewhere among their constituents, particularly as concerns partnerships and cooperative arrangements whereby others contribute to the development of the national bibliographic database. Referring once again to the recommendations of the International Conference on National Bibliographic Services, we are reminded that: "National bibliographic agencies should be proactive in promoting new bibliographic standards...including holding seminars and training courses in order to ensure that both professionals and end-users are familiar with the new practices."[12]

Beyond the bibliographic problems per se are a host of other issues that national libraries are finding it necessary to address. These include copyright and legal deposit concerns. But, of great significance, is archiving and preservation of the electronic resources included in the national bibliography as well as persistent access to them. Toward the end of his presentation on "Bibliographic Control or Chaos," which has provided the basis for this workshop, Michael Gorman asked: "Supposing we solve all the problems of bibliographic standardization...what is the point if the resources identified and catalogued are not preserved?"[13] Fortunately several of today's speakers will address this question in the course of their remarks.

I would like to conclude this brief survey of the challenges confronting national bibliographic services in achieving bibliographic control of electronic resources by sharing the observations of Nancy Cline, Harvard College Librarian:

> [A]s we look to the new century, we must shape an information environment that has sustainable systems of access to enduring information resources so that users, now and in the future, can rely on them with confidence. Defining this future calls for new combinations of talent and expertise, for short- and long-term collaborations, and for experimentation and risk taking in order to develop the best strategies for managing the rapidly expanding amounts of digital information. [14]

---

1. *ISBD (NBM): International Standard Bibliographic Description for Non-Book Materials.* Recommended by the Working Group on the International Standard BibliographicDescription for Non-Book Materials set up by the IFLA Committee on Cataloguing. 1977.

2.*ISBD (CF): International Standard Bibliographic Description for Computer Files.* Recommended by the Working Group on the International Standard Bibliographic Description for Computer Files set up by the IFLA Committee on Cataloguing. 1990.

3.*ISBD (ER): International Standard Bibliographic Description for Electronic Resources.* Revised from the ISBD(CF): International Standard Bibliographic Description for Computer Files. Recommended by the ISBD(CF) Review Group. 1997.

4.Available at: <http://www.ifla.org/VI/3/icnbs/fina.htm>.

5.For further information, see the OCLC Web Characterization Project's home-page at:<http://wcp.oclc.org/ >.

6.Available at: <http://www.ifla.org/VI/3/icnbs/fina.htm>. Recommendation no. 14.

7.Gorman, Michael, "Bibliographic Control or Chaos: An Agenda for National Bibliographic Services in the 21st Century." IFLA Journal 27 5/6: pp. 312.

8. *Ibid.*

9. The LC Action Plan is available at: <http://lcweb.loc.gov/catdir/bibcontrol/actionplan.html >. The items described here are located at 4.1 and 4.2.

10. Reynolds, Regina Romano, "Partnerships to Mine Unexploited Sources of Metadata," in: *Proceedings of the Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web. Washington, D. C. November 15-17, 2000.* p. 439.

11.Calhoun, Karen, "Redesign of Library Workflows: Experimental Model for Electronic Resource Description,"in: *Proceedings of the Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web Washington, D. C. November 15-17, 2000.* pp. 357-376.

12.Available at: <http://www.ifla.org/VI/3/icnbs/fina.htm>. Recommendation no. 20.

13. Gorman, *op. cit.*, p. 313.

14. Cline, Nancy M. "Virtual Continuity: The Challenge for Research Libraries Today." *Educause Review.* May/June 2000, p. 28.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 065-152-E
Division Number: IV
Professional Group: Bibliography - Workshop
Joint Meeting with: National Libraries
Meeting Number: 152
Simultaneous Interpretation: -

Internet projects and bibliographic activities in Russia

Elena Zhabko
Bibliography and Reference Department,
National Library of Russia
Saint-Petersburg, Russian Federation

Abstract:

National bibliographic agencies were first institutions in Russia to begin using Internet technologies in realizing their functions. More than 7 years of work in new electronic environment allow them now: 1) parallel with publishing national bibliography in printed form and on CD-ROM, to present it in Internet; 2) to increase scope of national bibliography and extend its coverage through developing distributed system of its producing, which is achieved by means of co-operation and co-ordination between national libraries, Russian Book Chamber and other national agencies which are in charge of controlling branch documentary flow; 3) consider the problem of identification, control and registration of network resources, which do not have analogues on traditional carrier, with subsequent inclusion of these resources into the national bibliography.

---

1. National bibliography in printed form, on CD–ROM and in Internet

In the mid-nineties Russian bibliographic institutions, libraries of federal and regional level acquired access to Internet. Development and implementation of web-technologies in many respects extended opportunities of bibliographic institutions; major of them, Russian Book

Chamber, along with publishing current national bibliography in traditional form and on CD-ROM now provides access to the national bibliography online. Currently the data bank of the national bibliography numbers in total 2 million 600 thousand records. Part of them, dating to 1978-1999, is available in Internet (http://www.bookchamber.ru/kngsearch.htm). Russian Book Chamber developed National information system "Russian Books in Print" (http://www.bookchamber.ru/bipsearch.htm). Creation of such a system, where it aimed to gathering and summarizing information on all the books, published in Russia and represented in the market, helps in developing book market, as well as strengthening information relations between publishers, book distributors and users of book output – libraries, schools, institutes, colleges, etc. Centres for retrospective national bibliography also presented their resources in the Internet. For example, the National Library of Russia (Saint-Petersburg) at its web-site presented the data base "Russian Eighteenth Century Civil Printed Book from collections of libraries of Russian Federation (1708-1800)", which represents the whole repertoire of book published in 18th century held in the collections of the National Library of Russia, other Russian libraries, including museums, archives, universities (http://www.nlr.ru:8101/poisk/r_book.htm#7).

2. Co-operation of national bibliographic institutions

Implementation of Internet became a powerful incentive to development of distributed system of producing national bibliography by means of co-operation and co-ordination between national libraries, Russian Book Chamber and other national agencies carrying out control of branch documentary flows in various fields of knowledge. It is well-known that national bibliography, besides having function of bibliographic and statistical control of all printed output being published in the country, provides support of certain directions of work of the libraries of the country – selecting and acquisition for supplementing library collections, retrieving documents and their delivery to users, cataloguing.

Last years we can see great spurt in the field of development of Russian machine-readable cataloguing (e.g., development of national bibliographic formats RUSMARC for various kinds of editions, creating national system of authority files, providing access to electronic catalogues for remote users in web-environment). It is worth to note an important aspect of implementing Internet-technologies in this field, i.e. in the filed of shared cataloguing, which allows a lot of libraries to abandon original cataloguing and instead to use already existing bibliographic descriptions (still having the possibility to edit these descriptions later) created by large libraries or specialized bibliographic centres. In Russia there are strong traditions of "traditional shared cataloguing", that is practice of producing and circulating printed catalogue cards work by the Russian Book Chamber. But in contrast to libraries in other countries, which play quite an active role in the system of shared automated cataloguing, have national and regional centres for cataloguing, which are able to satisfy needs of libraries of various types in receiving ready-made bibliographic records – Russian libraries are just at the beginning of the road of shared cataloguing.

Currently practice of shared cataloguing in Russia is just in its experimental stage – stage of adjusting technology of library co-operation and software adaptation. There is information on practice of copy cataloguing in regional corporate systems (Siberia, Volga region, etc), which were created with support of the Open Society Institute, as well as information on a number of centralized library systems in Moscow and Saint-Petersburg.

As a positive aspect, we can consider creating National Information Library Centre ((http://www.nilc.ru/) on the basis of two national libraries (National Library of Russia and Russian State Library). One of the main aims of the Centre is development of specialized network for Union Electronic Catalogue of Russia, which will allow:

1. to collect information on the content of collections of all major Russian libraries and organize rational document delivery to users all over the country,
2. to co-ordinate process of acquisition,
3. to organize process of centralized cataloguing by means of copying records for majority of Russian libraries,
4. to develop shared system of electronic current national bibliography, including regional bibliography.

If the project is realized completely, Russian libraries will be able to perform practically all their basic functions via Internet. It is worth to note the project CIP (Cataloguing-in-Publications), being developed currently, which will also contribute to broad using Internet-technologies both in cataloguing and in acquisition. This project also will be realized on the basis of the two national libraries and Russian Book Chamber.

3. Identification, control and providing access to network resources in Russia

Currently there is no doubt that we need to take advantage of powerful information, reference and scientific potential of network resources in Russia. First of all this is stipulated by the fact that Russian segment of global network is developing not only quantitatively but also in terms of content. Major Russian publishers begin to present in Internet full texts of periodicals and monographs, electronic network libraries are emerging, sources of secondary information are moving to Web-environment. Furthermore, following sources are now available in Russian Internet: catalogues of libraries and publishers, news, electronic publications (which do not have printed analogues), factual, address, reference data bases, software, images, video, music and many other.

First theoretical and practical developments were basically associated with technical procedures of implementation of MARC-formats for describing network resources, including them into library electronic catalogues and data bases, their systematization, archiving and preserving. Later there began works on adaptation and implementation of international format, which was created by OCLC in 1994 in the framework of the Dublin Core Metadata Initiative project.

Well-known are two Russian project dealing with control and registration of network resources using Dublin Core format. First of them, "Systematic catalogue of Russian Internet Resources" was fulfilled in the Russian State Library (http://www.rsl.ru/r_res2.htm), second one, "WWW full-text and bibliographic resources for libraries" – is joint project of the Russian State Library and the National Library of Russia. The main aim of the register is to provide the verified information sources for specialists in librarianship and information sciences. (http://www.ruslibnet.ru:8101/dc/).

Currently new possibilities of reflecting network resources in the national bibliography are being considered.

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 066-152-E
Division Number: IV
Professional Group: Bibliography - Workshop
Joint Meeting with: National Libraries
Meeting Number: 152
Simultaneous Interpretation: -

A multifaceted strategy for a National Bibliography on electronic resources

Randi Diget Hansen
The Danish Bibliographic Centre
Copenhagen, Denmark

Abstract

The Process of creating a National strategy in Denmark concerning registration of net-publications.

The National strategy is concerned with the following efforts:
Clarifying the quantity of Danish netpublications candidating for registration in the national Bibliography.- Construction of a database based on Dublin Core where all Danish produced net-registrations can be stored.- Construction of an intelligent agent as an automatic help to the cataloguers.- Contracting strategic alliances with producers, libraries and other relevant institutions.- Experimenting with various levels of registration and different registration formats.
The conclusion is that the amount of net-publications to be included in the National bibliography is not overwhelming and that bibliographic control of the internet is manageable with re-use and co-operation.

The situation in Denmark

The proces of creating a National Strategy in Denmark concerning registration of net-publications.
The strategy contains these different purposes:

- Creating a model for co-operation between different types of Internet services in the library world and The National Bibliograhic Agency – including design of a database for sharing of resources, creation of exchange format, development of selection criteria and other kinds of tools and rules that can facilitate the work.

- Convincing the contributing authorities and the people in the library world as a whole that bibliograhic control of the Internet is necessary and practical and that re-use and co-operation is the only way of making it feasible.

National bibliograhy and legal deposit in Denmark concerning net-publications

In 1996 the Danish Bibliographic Centre, producing the Danish National Bibliograhy, decided to launch a project on finding out whether net-publications could or should be subject to bibliograhic control in the same way as printed and electronic publications in fixed physical form. The reason for this was that we felt the existing search engines on the net suffered from the general problem of searching in unqualified data and generally replying with excessive amounts of data. We also felt that the information contained in net-publications not necessarily differed from the information in publications in fixed physical form, and if Internet publications are excluded from bibliographic control there is the risk that many people will find it difficult to gain access to an increasing amount of the information citizens' need as opposed to the information stored in products in fixed physical form.

To the question whether it is worth registering publications that may disappear again we concluded that it is important to focus on the "quality" of the publication registered and we felt convinced that net-publications will tend to become more permanent.

Simultaneously a new law of legal deposit was prepared and took effect from 1st January 1998. This law contains all information carrying media including publications of digital works in databases – though restricted to static publications i.e publications, which look like or replace books.

The new law of legal deposit implied that Denmark also since 1998 has had a National Bibliography in the area covering static net-publications.

From the beginning we have had the assumption that we are not talking about millions and millions of publications to be registered but that the amount of qualified publications on the Internet which can meet the inclusion criteria of the National Bibliography is not bigger than the task is practical if it is based on co-operation with producers and other networkers in the library community.

We have also concluded that the idea of publications being transient and will disappear – we all know the calculation that the average life of a document on the Internet is 42 days – is not valid when we talk about qualified publications.

Finally, we have been convinced that the great task of organizing qualified information on the Internet demands a constant process of development. It is not realistic to believe that the library community in no more than 6 - 7 years have found the final models for handling net-publications.

What has happened since 1998 - why do we work with a national strategy?

The law of legal deposit and The National Bibliography are still restricted to static publications. On the other hand there is a lot of registration going on in the library community. The contributing authorities have been willing enough to pay millions of Danish crowns to initiatives that could be defined as projects, but not to encrease the national bibliography so dynamic publications could be included.

There are lots of projects as well in the public library sector as in the sector of State and University libraries. There are portals for children, music, food, health services etc. but also several general portals.

The Danish Bibliographic Centre has produced about 12.000 registrations consisting of Danish static and dynamic publications and Danish articles and reviews. The other net-services in the library sector that are subsidiced from the Danish State have produced about 20.000 registrations of relevant resources in any languages all with human interference. Unfortunately, despite the size of Denmark, the different projects use various technical formats and also extensive amounts of double registrations take place.

The reason why the Danish State until now has not wanted to pay for an extension of the National Bibliography is the fear of exploding amounts.

The National strategy is concerned with the following efforts

- The " Statistics" project where the aim is to clarify the quantity of Danish net-publications candidating for registration in the National Bibliography
- Construction of a database "The Metanet " based on Dublin Core where all Danish produced net-registrations can be stored
- Construction of an intelligent agent " The Netowl" as an automatic help to the cataloguers in the collection process. It is trained like a child to find out what is good and what is not wanted.
- Strategic alliances with producers, libraries and other relevant institutions.
- Experimenting with various levels of registration and different registration formats.

The Statistics project

DBC has in the autumn of 2001 and the spring of 2002 carried through two pilot projects to clarify the quantity of Danish net-publications candidating for registration, and both of them have confirmed our assumption that the amount of publications is managable.

The project is based on a random test of 2000 subdomaines of the in all 351.792 .dk subdomaines. We only concentrated on the .dk domaines.

Of the 2000 subdomaines 1469 could be found but only 732 had contents. The others were empty, reserved, had an automatic reforwarding, were double URLs etc. Of the 732 domaines with contents only 46 had relevant contents according to the inclusion criterias of the National Bibliography. In all, 76 relevant publications were found.

If the tendency is tenable – and it has been confirmed in two testings – it means that for the time being there are in the .dk area about 14.000 publications worthy of inclusion in the Danish National Bibliography and an estimatet increase per year of about 4.000 publications. Since 2000 the tendency of increase in new domaines has been slightly falling.

The ” Metanet” database

The Metanet database which is based on the Dublin Core format is established at DBC. It is thought as a joint pool for all Danish registrations. The suppliers are DBC - as the central supplier of bibliographic data; this counts for both national bibliographic records and library cataloguing - as all Danish libraries working with net-registrations both Public and Research libraries. It is important to profiling own products therefore a lot of double, tripple-registrations are going on, which is bad utilization of the amount available. Theaim is re-use and rational registration of the Internet. It has also been necessary to define an exchange format based on DC with administration components which are coping with all the different technical formats used in the net-services. You can find it on DBC's homepage.

The ” Netowl”

One of the great challenges if not the greatest is still how to collecting and keeping the net-registrations worthy of being a part of the National Bibliography under surveillance in a methodical way. Some are delivered from the legal deposit administration www.pligtaflevering.dk but we know it is not yet a well-established routine for alle producers of net-publications to notify their publications to the legal deposit registration form. And it is still only static publications which are part of the legal deposit. The ”Netowl” is developed as an automated help in this surveillance work. It is a search engine trained by the cataloguers. It is based on boolean algebra. The training has just started and people are in the optimistic phase.

Strategic alliances

Another tool to ensure a more methodical and covering collection of net-publications is to make alliances with producers, libraries and institutions which have an interest in providing net-publications for their users in the catalogue and want to ensure the durability of the resource. As an example The Administrative Library in Denmark has an obligation to provide and store all publications coming from ministeries, government departments and agencies. This Spring they have just received grants to storing the publications forever. They want to give the permanent URL to the National Bibliography and they want to make a methodical campaigne to collect the publications and the National Bibligraphic Agency will register them. The project will start up this september.

Experiment with various levels of registration and different formats

In Denmark it is an obligation to use the Danish Cataloguing rules and the danMarc2 format in the National Bibliography. It is described in The National Bibliography Agreement. It is also valid for net-publications. So this is also the rules and format we used when starting up the national bibliography in this area. Those are good rules and a good format: They may, however, make you think in a very traditional way, and people escpecially non cataloguers think it is very time consuming and expensive. We have therefore used the freedom in a new type of material to experiment. We have engaged librarians without any training in cataloguing and made them use a minimum level in Dublin Core. It seems to be efficient and with a satisfying product. We think people should concentrate on the difficulties of selection and subject treatment not description.

Why a national strategy for registration of net-publications

Why do we in Denmark think that a national bibliography covering net-publications is necessary and practical.

The National Bibliography is the memory of a nation. It is a task to secure that published knowledge and experience produced in Denmark is secured and registered for actual use but also for the future. This is an obligation in whatever form the national imprint has.

The publications produced by Danish authors, artists, firms, governmental organizations etc. which are only published on the Internet will only be secured in a methodical way if the work is done or co-ordinated by an agency like the National Bibliographic Agency which has the task of methodical, continuous registration.

You cannot rely on the fact that even the best search engines will make a methodical job and take on the obligation of archiving and making available. The purpose of the search engine is another, namely giving admission to the Internet pages existing at whatever given moment.

The " Statistical " project has proved that the ideas of the overwhelming job it is to make a kind of manual registration of quality publications is not real. It seems as if the amount of publications to be included in the national bibliography is manageable.

The stability of the registered publications also seems to be acceptable. In 2001 DBC made an URL check of the 4.000 registrations in the National Bibliography and we only found 20 permanently disappeared publications. This means that the publications we select are stabile. The co-operation with The Administrative Library means that from now on all State publications are secured from disappearing. A great number of static publications are delivered for legal deposit but unfortunately due to statutory reasons they are not available. The development should be that both static and dynamic net-publications selected for registration in the National Bibliography as a minimum are delivered for legal deposit and stored. It should be the existing cultural institutions' interest to carry out this task.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**067-152-E**
Division Number:	**IV**
Professional Group:	**Bibliography - Workshop**
Joint Meeting with:	**National Libraries**
Meeting Number:	**152**
Simultaneous Interpretation:	**-**

Cataloguing and organizing library workflow - New ways

Stina Degerstedt
Section of Bibliographic Development and Coordination
The Royal Library - National Library of Sweden
Stockholm, Sweden

Abstract:

The National Library of Sweden has come to agreements with Swedish book publishers about delivering full text versions of new e-books together with bibliographic information. As a service in return catalogue records are quickly made available in LIBRIS – the National Union Catalogue. In order to handle this flow of text files and metadata, new technical solutions has been developed – a first step toward new interesting possibilities.

Introduction

The Royal Library (KB) - Sweden's National Library - has at present an agreement with a small number of publishers to deliver e-books. In return, the Royal Library will promptly supply catalogue records to the national union catalogue LIBRIS. The terms state that the publishers are obliged to also deliver specific bibliographic data about the e-books. In this paper I will attempt to describe a technical solution and the workflow from publisher to a completed catalogue record. A workflow, which we have established in collaboration with Uppsala University Library. I will also comment developmental options as we distinguish them today, but will begin by presenting some facts and background.

Background

The National Bibliography of Sweden and LIBRIS

The National Bibliography of Sweden is a part of LIBRIS, which stands for the holdings of Swedish research and special libraries as well as a number of public libraries. Access to the service via WebSearch [1] is free. The National Bibliography consists of catalogue records based on printed matter issued by publishers and delivered to the Royal Library by decree of the Legal Deposit Act.

The printers customarily deliver legal deposits. Nevertheless, as these deliveries usually appear long after the book has been published, the commercial publishers (via their distributors) will themselves deliver an extra copy to the Royal Library to assure that the bibliographical data is included in LIBRIS simultaneously to the book reaching the retailers. Swedish publishers need to see their products registered in LIBRIS - or else, suffer anonymity.

The Legal Deposit Act

The Legal Deposit Act came into existence 1661 and encompasses all printed matter intended for nationwide distribution. This requires us not only saving publishing house products, but also "ephemera" or "grey matter" such as flyers, timetables, postcards, annual reports etc. Latter day revisions to this Act have come to encompass image, sound recordings and electronic publications. However, the Act does not yet cover electronic publications published on the web, but a new Act should be in the pipeline in the near future.

Kulturarw^3 – collecting Swedish web pages

Kulturarw^3 [2] is a project aimed at long-term preservation of electronic information. With the aid of search robots, the Royal Library validates and files Swedish web pages in an archive. Since its implication in 1996, the robots have performed two sweeps each year. This comparatively slow pace of collecting unfortunately results in us not finding everything on the Internet, but sufficient enough to supply us with "snap shots" of how the Swedish Internet appeared at that particular time. The archive will be accessible for searches at the Royal Library.

In addition to these sweeps the robots are programmed to regularly perform selected measures at certain addresses, such as those of newspapers and the government sector.

Parallel to the initiation of Kulturarw^3 the Royal Library launched yet another project, Svesök (SweSearch) [3]. Svesök is a search service for Swedish web resources on the Internet whereby all web pages with live links collected by Kulturarw^3 are indexed. Searches can be carried out using metadata (HTML-metadata or Dublin Core) most likely found in the web page code.

Initially, Kulturarw^3 and Svesök were meant to function as a national bibliography for the Swedish part of the Internet. It did not quite turn out as we had expected, and there were a number of reasons as to why this was. To begin with the search robots do not collect everything they come across, such as password-protected sites or contents of databases. There have also been a number of crucial questions which until now, have been unanswerable, such as - Should the publications be catalogued in the existing catalogue or in a separate database?

From publisher to national catalogue - describing a work flow

The voluntary deliveries of e-publications from publishers

There are certain categories within electronic publishing which we, whilst awaiting better solutions, would want to see catalogued in LIBRIS. Such as online periodicals and newspapers, dissertations, reports from public authorities, e-books etc.

As the Legal deposit Act does not cover the material published on the web, the Royal Library has decided to attain separate agreements with each independent publisher. As a matter of fact, it was the publishing community who initially approached the Royal Library, anxious to have their recent publications made visible in LIBRIS.

Around this time experimental work was taking place at the Electronic Publishing Centre at Uppsala University Library [4], whereby new approaches were tested for the electronic publication of dissertations. They have instigated a workflow pattern whereby the different products are given the opportunity to re-cycle the information previously supplied by the authors of the dissertations themselves. Collaboration between the Royal Library and Uppsala University Library has extended the range of this model to include other kinds of material. At present the target group is the established commercial publisher but the aim also includes the public authorities.

E-books - a case in point

When both parties have reached an agreement, the publisher sends a computer file, in the format of their choice, to the Royal Library. The file should include such metadata as is required for the bibliographical description. In return, the Royal Library ensures expedient delivery to LIBRIS. The delivered file is the property of the Royal Library and is filed for future reference, as are the deliveries of printed books. On the other hand, the e-book cannot be borrowed, printed or copied in its entirety. It can only be read at especially assigned data terminals located on library premises.

When the time comes to place a newly issued e-book on a publisher's web site, the publisher can fill in the registration form, designed by the Royal Library, on-screen. Each publisher has its own registration form requiring a unique password enabling individual adaptation. To exemplify this we have added name of publishers and place of publication as primary default values to each registration form.

The process consists of the following stages (see also figure 1):

1. The publisher enters the required bibliographical data on the registration form: title and statement of responsibility, language, edition, ISBN, file size, format, price, etc. The publisher is also required to inform as to the name of the text file being sent. When the information has been dispatched the following will take place:

2. The bibliographic data found in the registration form is forwarded in XML to a database for storage. The stored information can then be converted to any suitable metadata set. In this particular case the data is converted to a preliminary record in MARC 21 and sent on to LIBRIS. The record will be available the day after and can be found via LIBRIS WebSearch.

3. The text file is further despatched via FTP to the Royal Library's digital archive for future preservation.

4. E-mail will be posted to inform staff at the Royal Library of the arrival of a new book file and a new catalogue record.

The process described in points 2-4 are fully automated and have at this stage not been edited by a cataloguer.

5. When the message of delivery has reached the national bibliographical department at the Royal library, the preliminary record will be produced online from LIBRIS. Control of the text file will then commence updating the record with classification codes and subject headings. There is also a name authority control. The record is then upgraded to national bibliographical level.

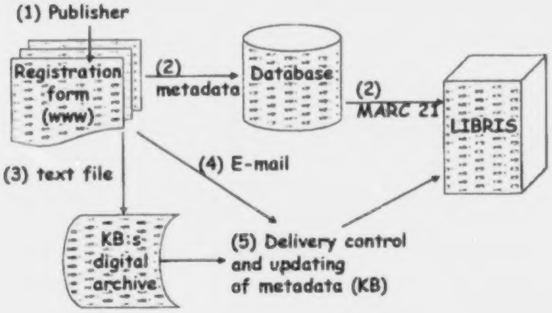


Figure 1

The entire process should take no more than a few days. The aim is to deliver the catalogued record to LIBRIS in unison with the publisher's update to their web site informing the public of the new title.

Development

Many publishers have been in touch and are in line to join up and it is my firm belief that we will see a dramatic development in this enterprise. In the long run there are several available options to extend the present range of services. For instance, we should be able to receive metadata directly from the distributors without taking the long way round of filling out a web registration form. The data we require from the publishers is already there in one shape or another, and the act of filling in the form once more is superfluous. The Royal Library should not only be able to receive metadata, but also to export it back to the publishers if they so wish as well as to other databases and search services. We should also be able to offer this in differing formats: MARC, ONIX, Dublin Core, etc.

Bibliographic control or chaos?

The situation involving national bibliographic work and the Internet can at times seem a little chaotic. Today, we can only speculate about format and structure of future national bibliographies, but we will most likely need to find new solutions for various kinds of material. I have described a possible model for the cataloguing of electronic publications in the national database LIBRIS. The model suits a number of publications. Most sites found on the Internet are freely available and might just as well be collected by Kulturarw[3] search robots. But, who will assume the responsibility of making these documents searchable?

In the midst of this apparent chaos, it remains of the utmost importance for national libraries to retain bibliographic control. There are several ways this can be achieved. The extensive use of metadata and automated routines should be applied to ensure manageability of the vast amounts of documents residing on the Internet. National libraries must assume an increasingly active and participatory role to influence publishers to apply more metadata, such as Dublin Core. The companies creating programmes for document archives should be encouraged to improve their working tools. National libraries often implement their own devices, which could be promoted on the Internet and made freely accessible. The devices I am referring to are: classification systems, subject heading lists and authority files. We must persevere in international standardisation work and increase propagation for the use of standards. URN Resolution Service and the availability of NBN are other examples related to services facilitating searches and identification of documents.

Above all, we need to expand our operational relationships with publishers.

*****

English translation: Jonathan Pearman

[1] LIBRIS Websök, http://www.libris.kb.se/
[2] Kulturarw^3 , http://www.kb.se/kw3/
[3] Svesök, http://www.svesok.kb.se/
[4] Electronic Publishing Centre at Uppsala University Library, http://publications.uu.se/epcentre/

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 068-152-E
Division Number: IV
Professional Group: Bibliography - Workshop
Joint Meeting with: National Libraries
Meeting Number: 152
Simultaneous Interpretation: -

The European Library Project: managing bibliographic standards at the European level

Robert Smith
The British Library
Boston Spa, United Kingdom

Context

1. The coverage of non-book material in national bibliographies is not a new issue for national agencies but is one which has taken on increasing urgency in recent years. Most national bibliographies depend upon legal deposit at the national library for their bibliographic records and in many cases legal deposit is restricted to traditional publishing.

Deposit of electronic resources

2. In the United Kingdom the British Library has been seeking to persuade government to legislate in order to include electronic materials within the remit of legal deposit. Efforts are continuing, but in the meantime agreement has been reached with over 100 publishers in the last two years for the voluntary deposit of electronic titles. To date more than 800 monographs and 850 journals (13,000 separate issues) have been received and archived as part of the scheme.

3. For electronic resources the focus has been on offline electronic media (ie electronic publications issued on physically separate digital media, such as CD-ROMs, DVDs and magnetic disks) and these titles are now being reflected in the national bibliography.

4. The bibliographic control of this kind of material is, on the whole, not so different to that of printed books, though it has become clear that the time necessary to catalogue them is significantly greater than that needed for print. For online publications, on the other hand, there

are some significant issues for bibliographic control which national libraries will have to address alongside issues of selection, acquisition and preservation.

5. Online publications were specifically excluded from the initial voluntary deposit scheme in the UK. However the British Library recognised that this was a critical area and has initiated an experimental pilot project to help with future planning.

Harvesting the Web

6. As part of this six-month project the Library is selecting and capturing one hundred websites with a .uk domain.
Websites were selected to ensure that:
    there was a good sample of historical or culturally significant sites;
    there was a good cross-section of subjects represented.
Selection specifically avoided:
    interactive databases;
    charged sites;
    any where there was doubt over copyright clearance.

7. The project will audit any changes, losses, broken links etc. The project is being carried out with the agreement and cooperation of the website publishers with whom the Library will share results when the project completes in the summer of 2002.

8. For the future, the Library is planning to make archived websites available to the public and to scale up the prototype. We will also be looking to collaborate internationally so as to include non-UK domain sites of interest.

9. We expect to learn a good deal from this pilot project - and a broader-based European project is dealing with some of the same issues, in particular the availability of electronic resources as part of a distributed hybrid library. The project is known as the European Library project (TEL) and I would like to move on to describe what that project is doing and how it might be relevant to the topic under discussion at this workshop.

The European Library Project (TEL)

10. Let me begin by outlining the key aims of TEL to put it in context. The key aim of the project is to set up a cooperative framework leading to a system for access to the major national collections held in Europe. The project is focusing on consensus building rather than innovation, but the technical challenges of large-scale interoperability between existing bibliographic systems are being addressed and solutions proposed. If business conditions and technical solutions allow, the groundwork which is now being laid may lead to a pilot system next year and, beyond the confines of the current project, a distributed digital library - in this case a cross-border alliance of national libraries.

11. The project is focused on the national libraries of the United Kingdom, Germany, the Netherlands, Switzerland, Portugal, Finland, Italy and Slovenia with additional support from the Istituto Centrale per il Catalogo Unico (ICCU) of Italy and the Conference of European National Librarians (CENL). It receives funding from the European Commission as an Accompanying Measure.
TEL is split into four main areas of activity:

- ➢ Publisher Relations

- Business Modelling
- Metadata Development
- Interoperability Testbeds

12. For the topic of this workshop it is the third strand of work (metadata development) which will be of most interest, but let me put that in context by outlining briefly the aims of all the strands.

12.1 *Publisher Relations*
Cooperation with publishers is critical to the future development of digital services from libraries. The aim in this strand of work is not to attempt a Consortial approach from the national libraries to the publishers, but rather to agree a common approach among national libraries in negotiating legal and voluntary deposit arrangements (especially for electronic material) in their own countries. The outcomes should include good practice guidelines and streamlined negotiating procedures.

12.2 *Business Modelling*
If we are to initiate a digital library service at the European level it will need a broad-based business model which will allow national libraries with differing funding models and differing priorities to become involved. This strand of work will examine current practice, will carry out market research and user surveys and will come up with a business model which will have as wide an applicability as possible.

12.3 *Metadata Development*
In order to ensure interoperability, agreement will be needed on metadata standards and schemas which will enable wide-scale access to digital and non-digital materials from national libraries. Outcomes will include a Metadata Handbook which will include information on metadata mappings, conversion schemes, standards, relevant links and TEL requirements for metadata. It will facilitate the incorporation of new participants in any subsequent operational service.

12.4 *Interoperability Testbeds*
This strand of work will test interoperability between the national libraries using Z39.50 and XML with a variety of types of digital content. It is expected to result in a technical platform which can form the basis of an operational service.

13. TEL is not about national bibliographies. It is, though, looking in some detail at a key issue which this workshop is addressing – namely how to handle the bibliographic control of remote electronic resources.

Bibliographic standards

14. In laying down the groundwork for a distributed European digital library we will be looking to develop integrated access to collections which are not themselves integrated. Interoperability of systems is therefore a key element; and bibliographic / metadata standards are the key to interoperability. Interoperability would be greatly facilitated if all participants used the same base standards. However, it is in the nature of things that different standards are in use throughout Europe and it would be unrealistic to attempt to achieve a single common bibliographic format.

Common metadata model

15. Consequently TEL is investing a significant percentage of its effort into getting agreement on a **common metadata model**. Native bibliographic formats will then be mapped onto the common

format as a method of achieving standardisation. The data model will be used in the TEL testbed and may well have wider applicability. At the time of writing the model is still under development; initial work suggests that it will be based largely on the Library Application Profile of Dublin Core. The project is currently examining the Profile and running a gap analysis to surface any requirements which TEL may have which are not covered (eg technical metadata). We expect the outcome of this to be, in effect, an extension of the Library Application Profile - ie a TEL Application Profile of Dublin Core.

Service Requirements

16. TEL has sought from the first to be service-oriented, hence the focus on business modelling. We are therefore taking a service-based approach to the issues associated with metadata. The project is currently outlining the types of service which TEL will need to have in place for a series of user behaviours; we will then map specific metadata elements to those services using the Dublin Core Library Application Profile as a basis. Some of the services under consideration at present include:

- **Collection-level** service - to present the user with a list of collections or catalogues
- **Search** service - to allow searching for both known and unknown items from the TEL portal or from an original metadata source. (Most metadata contribute to this type of service.)
- **Thesaurus** service - to assist in formulating searches. (Here, textual metadata or classification codes may be relevant.)
- **Multi-lingual** service - to assist in formulating searches. (Most textual metadata are relevant here.)
- **Identification and Description** service - to allow for the selection of appropriate items. (All metadata which help the user in the decision to obtain the object in question are relevant.)
- **Link** service - to enable retrieval of digital objects or requesting of offline services. (All metadata which play a role in dynamic linking are relevant here.)
- **Authorisation** service - to empower the user, when appropriate, to access certain services/objects.
- **Copy cataloguing** service. (Metadata may be re-used *in toto* by other libraries for cataloguing.)

Work in progress

17. The project has, at the time of writing, been running for just over twelve months. Work described above is under way but it is still too early to be able to share results. By the time the IFLA workshop takes place the project will have moved on and some more specific outcomes should be available.

Robert Smith
Scholarship & Collections
The British Library

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**069-152-E**
Division Number:	**IV**
Professional Group:	**Bibliography - Workshop**
Joint Meeting with:	**National Libraries**
Meeting Number:	**152**
Simultaneous Interpretation:	**-**

Providing bibliographic access to archived online resources: the National Library of Australia's approach

Peter Haddad
Technical Services Branch, National Library of Australia,
Canberra, Australia

Pam Gatenby
Collections Management Division, National Library of Australia
Canberra, Australia

Introduction

Remote electronic resources (also referred to as online resources) are now recognised as an integral part of every nation's documentary heritage. Collecting institutions around the world are taking action to ensure these resources are known about and continue to be available to users of the future.

The challenges, from the collecting and bibliographical points of view, are considerable. The Internet is now an essential mechanism for the dissemination of information, and its growth has been phenomenal. Merely discovering what remote electronic resources are "out there" is in itself a major task made more difficult because legal deposit laws in most countries do not yet apply to this type of material. In addition, a large proportion of remote electronic resources are ephemeral and trivial in content, akin to many of the printed resources that have never been listed in national bibliographies.

Collecting and providing access to online resources

The National Library of Australia accepts that its national documentary heritage responsibilities extend to collecting and cataloguing Australian resources in electronic form. The Library has been selecting and archiving significant Australian remote resources since 1996. These resources form the National Collection of Australian Online Publications (formerly called the PANDORA Archive and referred to in abbreviated form as the Online Collection). All resources in the collection, as with those in the print collections, are catalogued for the national bibliographic record.

The Library's approach to collecting remote electronic resources is selective because the sheer volume of information available on the Internet makes it impossible for one institution alone to collect comprehensively and to provide on-going access to a nation's resources. In order to extend the range of Australian online resources available for long-term access, the Library pursues a collaborative strategy involving partnerships with other collecting institutions.

The detailed selection guidelines used for building the Online Collection ' attach primary importance to the "Australianness" of the resource and consider such characteristics as subject content, authorship, quality of information, long-term research value, and if a periodical, whether or not it is indexed by a recognised indexing service. In many ways the guidelines parallel the principles governing the traditional national bibliography, without the emphasis on place of publication, a characteristic that is problematic in the electronic environment.

A primary goal of the National Collection of Australian Online Publications is immediate access for people both within the National Library, at the partner institutions and throughout the country. Pending change to legal deposit legislation to cover electronic publications, the permission of the publisher is always sought and obtained before archiving. To date, most Australian online resources have been freely available, and there has been little resistance from publishers and creators to making copies of their publications available in the Online Collection. However, an increasing number of commercial publications are appearing. When a commercial publication is selected, the National Library negotiates with the publisher to determine access conditions that will not undermine the publisher's commercial interest. The agreed terms and conditions are recorded in administrative metadata that resides in the Digital Archiving Management System.

Following successful negotiations regarding permission to archive, the remote electronic resource is catalogued onto the National Bibliographic Database (NBD)[1] and also appears in the Library's own online catalogue providing an integrated approach to the Library's digital and non-digital information resources. A high level cataloguing record, constructed according to the *Anglo-American Cataloguing Rules*, and carrying several Library of Congress Subject headings, is created for each resource. Additional metadata needed to describe technical characteristics of the resources and to manage the archiving and preservation of them, is recorded in the Digital Archiving Management System. The URL for the publisher's site and a Persistent Identifier for the archived copy of the resource are provided in the catalogue record. (The National Library has developed its own persistent naming and resolving system.) The publisher's URL is always provided first, and search engines such as Google will always display the publisher's URL first. This is because this site may be more up to date, and it is better for users to go to the live site rather than the archived site, until the day comes when there is no alternative, and only the archived site remains.

Bibliographic issues

Based on our experience with collecting and archiving remote electronic resources, the National Library of Australia considers traditional bibliographic control is still necessary in order to provide reliable and standardised access to the resources. Metadata provided by creators and publishers of the resources is of varying quality and generally insufficient to support the level of access required for the national bibliographic record. Particular issues that the Library has encountered in applying the traditional cataloguing approach to online resources relate to the volatile nature of the resources and to the role or function of the bibliographic record.

---

[1] The National Bibliographic Database is a national resource discovery service made available by the National Library through the Kinetica system. Around 1,400 libraries contribute bibliographic records for their holdings of library materials to the database.

Many remote electronic resources are static files or documents, but others are constantly changing and evolving. The rate of change on the web makes it difficult to give an accurate picture of evolving documents and websites through a single bibliographic record. At most, the bibliographic record can aim to record the characteristics of the site the time it was "collected" and catalogued and to be broad enough to avoid the need for regular amendments.

Applying the traditional bibliographic approach to remote electronic resources calls into question the role of the bibliographic record in this context. For instance;

- what should it describe and how does it deal with context when a part of a web site or a single document from the web site is collected;
- what additional metadata is required to describe the technical characteristics of a resource and other administrative information needed to access it on an on-going basis, and where should this data reside; and
- what is the role of the bibliographic record in facilitating persistent access to the resource described?

Providing persistent access to national resources in online form is an issue that national libraries need to deal with as a matter of urgency. The traditional model of a national bibliography is independent of location information. It can be assumed that the resources listed are obtainable in the national bibliographic agency or deposit library, or indeed in many other libraries, and a catalogue search will provide access. In the case of remote electronic resources the web address is vital information as long as it remains valid. The bibliographic record can have a role beyond recording what that address was at the time of cataloguing, to that of providing continuing access into the future through the recording of Persistent Identifiers applied to the resource by a national registration agency.

National Bibliography in Australia

The national bibliography has always had a resource discovery aspect as part of its role. As for print, resource discovery for remote electronic resources means structured services built on metadata, freely available to all, with some guarantee of authenticity and reliability. In addition, remote electronic resources require no mediation in their use. While libraries and national bibliographic agencies have an excellent record in providing centralised services, in the new electronic environment interoperability is a key factor to the future success of service provision.

At present the National Bibliographic Database (NBD) serves as Australia's national bibliography and the National Library is planning to develop a specific interface to the Australian component of the NBD that will provide better searching functionality and more closely approximate to an online Australian national bibliography product.

The National Library is also exploring a model for a new national bibliography service that would combine access to traditional library-supplied bibliographic information with creator or publisher-supplied metadata, and that would also provide direct access to the content of online resources. Ideally this should be done so that the user accesses information from both sources in a way that is completely transparent.

It is proposed that this new bibliography service would harvest its data from two sources: the National Bibliographic Database and the National Resource Discovery Service, a national metadata repository of digital Australiana, which is still at the concept stage of development.

The National Bibliographic Database presently contains the following types of Australian data:

- Cataloguing data from libraries for a range of publications
- Cataloguing records for remote electronic resources archived by the National Library
- Digital theses records
- Cataloguing records from vendors including vendors of electronic resources and services

The Resource Discovery Service will contain the following types of data:

- Metadata from e-print archives
- Metadata from subject gateways
- Metadata from digital content services hosted by the National Library, the educational sector and the cultural sector

The Resource Discovery Service will use the Open Archive Metadata Harvesting Protocol to gather metadata from distributed repositories. It will support Dublin Core and its extensions, converting some MARC-based sources to Dublin Core for inclusion.

The result of this approach would be a national bibliography that is far more comprehensive in its coverage of remote electronic resources than a library-based model could ever be. It would also provide a single gateway for the user covering the national output in an integrated way, listing both physical format and online resources. The user could opt to select just print or electronic resources, or both. However, regardless of the technical feasibility of actually implementing the approach, many issues will need further investigation. These include the presentation of information from these very different sources, quality of the metadata gathered, consistency and reliability of coverage of the service, the need for authority files and navigation aids, and the need to indicate which of the resources are being archived for long-term access and where.

Faced with the many challenges associated with carrying out their national collecting and bibliographic roles in the electronic age, there is a pressing need for national bibliographic agencies to share information with each other. There is scope for some common decision-making on standards and technical issues in handling these resources. Finally, and perhaps most usefully of all, there is the need to re-examine the principles, requirements and role of national bibliography and bibliographic records in the electronic age.

---

[1] National Library of Australia. PANDORA Selection Guidelines. Available online http://pandora.nla.gov.au/selectionguidelines.html

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

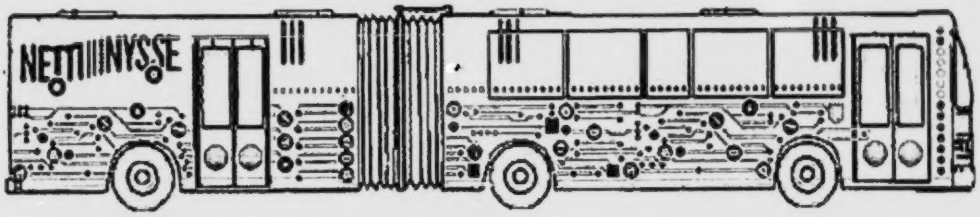
Code Number: 162-154(WS)-E
Division Number: III
Professional Group: Public Libraries - Workshop
Joint Meeting with: -
Meeting Number: 154.
Simultaneous Interpretation: -

Learning the basic skills of information society – Netti-Nysse the Internet bus

Elina Harju
Tampere City Library
Tampere, Finland
e-mail: elina.harju@tt.tampere.fi
www.tampere.fi/kirjasto/nettinysse

Do you know anyone lacking the basic computer skills? Or someone who has never used the Internet? Do you happen to know which mobile service is 18 meters long, bright yellow and moves on wheels?

Netti-Nysse put the Web on wheels and took it to its users. The purpose of this mobile service is to encourage the residents of Tampere, Finland to start using the computer and the Internet and give them the initial instruction to be able to do that.
Netti-Nysse can be booked for groups of citizens or individuals can sign up to open tuition groups. Groups of neighbours, clubs, societies- any group of people who want to learn to use the computer and the Internet can book the Netti-Nysse for their use and have it come to their own neighbourhood. Instruction is informal: there is always someone to help, but the users proceed at their own pace. Efficient instruction methods, learning by doing and getting used to the Internet are the cornerstones of Netti-Nysse. Elementary *instruction is free of charge.*



How did it all start?

In January 2000, teachers from 3 countries with a common wish to offer non-formal and low barrier opportunities for people to enter the world of computers, came together in Wales. The idea of an Internet bus was born. The original idea was to have one bus in Amsterdam, Holland, one in Roskilde, Denmark and one in Tampere, Finland. Tampere was the lucky one to get one.

Why was this? In the city of Tampere, the right people were found and the timing was good. Thanks to the flexibility and quick decision-making of the city, an old, articulated bus was bought for the purpose in the autumn of 2000. Local vocational schools did wonders and turned it to a wireless Internet bus during the winter. The transforming process itself was a joint effort of various experts from different fields. The people participating were really excited about the work and all the problems were gradually solved. With a small opening ceremony in June 2001, the bus was launched for the public.

There was a lot of talking done from the very beginning. The idea was presented to companies and other actors central to information society. We established co-operation agreements and also received computers, mobile phones and some financial aid besides finding a lot of people interested in our project. The media has been keen on the project right from the start, which helped us in making the project known for the general public.

The eTampere programme was launched at the same time as Netti-Nysse was being constructed. It is an ambitious programme "to make Tampere a global leader in the research, development and application of issues related to the Information Society." The programme deals with e-business, technology and enterprises, but also touches issues concerning the citizens' information society (read more about eTampere at www.etampere.fi). Netti-Nysse proved as a concrete, living example of eTampere, which in turn has been a good framework and support for the project.

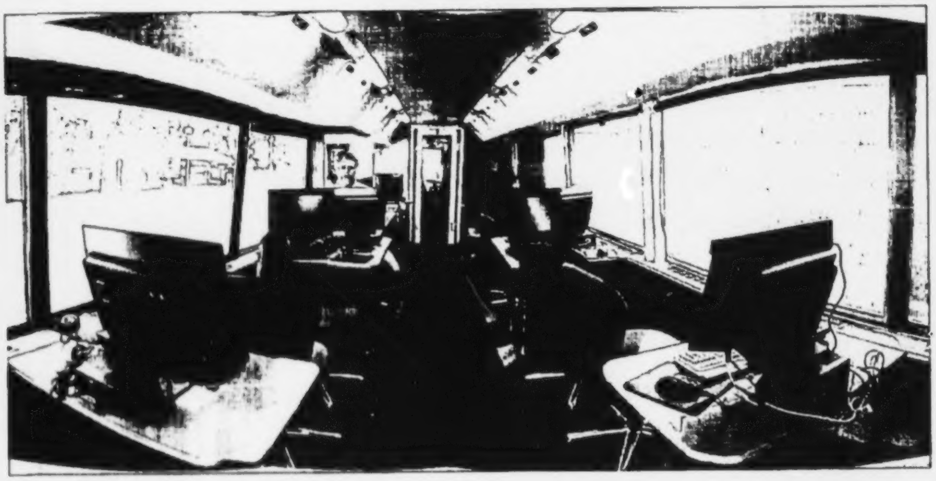
Netti-Nysse is financed almost fully by the town of Tampere. Only a minor percentage of the project budget is coming from our co-operation partners.

KALE
NETTI NYSSE

What is the bus like?

Netti-Nysse used to serve as a citybus. It is a model 1982, 18,5 meter-long articulated bus. Netti-Nysse is a unique mixture of the familiar citybus combined with the latest high tech. It also has a very up-to-date exterior. There really should not be anything to be scared of ; even the name of the bus is of local origin and, in fact, just another dialectal way to express 'Internet bus'.

The bus consists of two parts. "The computer classroom" has 11 computers with the basic software installed. "The auditorium" has 10 seats, a big screen and a data-projector. Good audio-visual facilities as well as a coffee machine and a fridge are also provided.



There are 9 permanent W-lan antennas around the town for Internet access. When near to those antennas it is easy to get a working Internet connection, but beyond the reach of those antennas we can use the high-speed GSM or GPRS mobile connection. That connection, however, is much slower.

Large batteries or our own generator provide the necessary electricity for the bus but here is also the possibility to plug in the electricity network. There is an additional heating system and air conditioning in the bus. If necessary the bus can carry 13 people. Actually, Netti-Nysse is registered as a mini bus and it is probably the biggest minibus in the world.

How do we work?

The goal of Netti-Nysse is to serve and help people in getting started with computers and the Internet. People gather together groups of 7-10 people and call us. We normally offer them a package of instruction including 4 sessions 2 hours each. We fix the schedule to suit them as best we can. Normally our first group starts at 9 am and the last one is out at 7.30pm.

When people first come to us they seem to be very curious about the bus, but the fancy car alone doesn't take you far. Our tutors, the people who help the customers, are a very important part of the idea. There are five people working full time for the bus. With one group there are 2-5 tutors available, depending on the case. Individual support, someone to ask, is very important for the people who are entering a world they do not know before. Although our tutors are not teachers by profession, they are experienced customer service professionals and adults at 35-55 years of age and with good basic computer and Internet skills.

Our tutors represent a whole new kind of professionals. They know how to support and solve everyday computer problems or other information society –related matters. They have an encouraging attitude, empowering the learners and doing it in plain, understandable language. The whole idea is that the tutors must be easily approachable by anyone. We also hope that our bus is a place where difficult terms of information society are translated into understandable language. For us there is no such thing as a silly question.

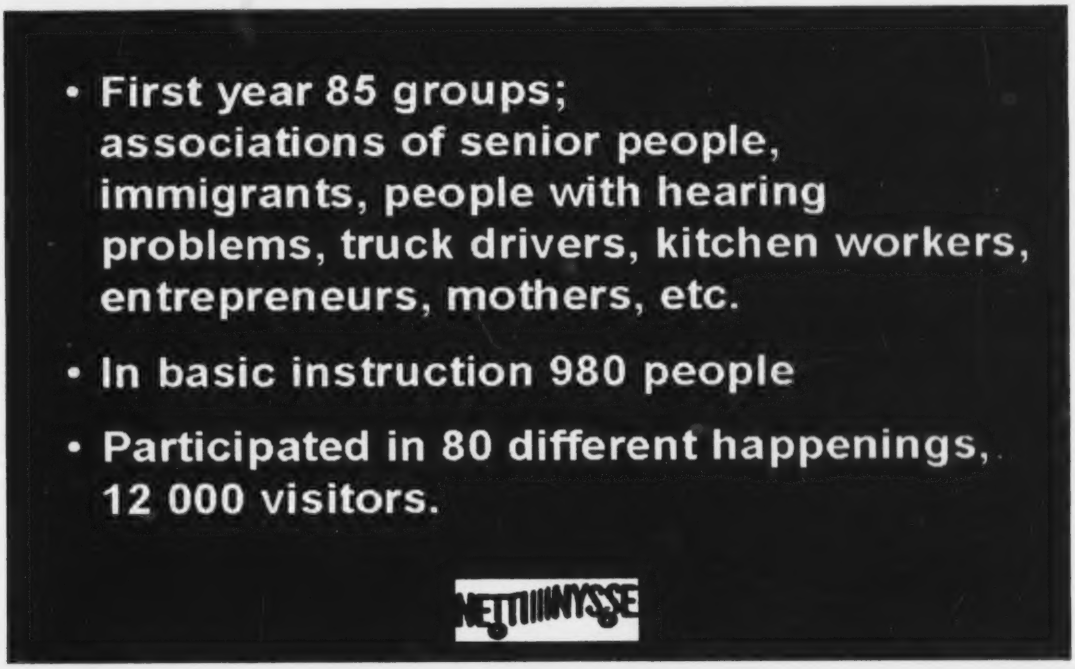
With our groups we focus on the Internet, but to get there we normally need to practice using the computer mouse first. After that we very soon start surfing on the Internet, making use of search engines, opening new e-mail accounts and studying the web banking systems. Very soon people get so excited about what is there on the Internet that they forget the actual computer.

Of course we encourage them to carry on learning and using computers even after our meetings. We tell them how to access the Internet from their homes and inform them about other elementary computer courses available.

According to the feedback and demand we have succeeded in our work. The bus is fully booked for at least 3 months ahead.

Who are we working with?

During the first year, 85 different groups have attended the elementary courses. There has been a range of different groups; a lot of senior people, groups of mothers, truck drivers, young unemployed people, immigrants, entrepreneurs, extended families etc. There has also been a growing interest from the part of associations. It is obvious that a familiar group supports the learning experience and creates a relaxed atmosphere.

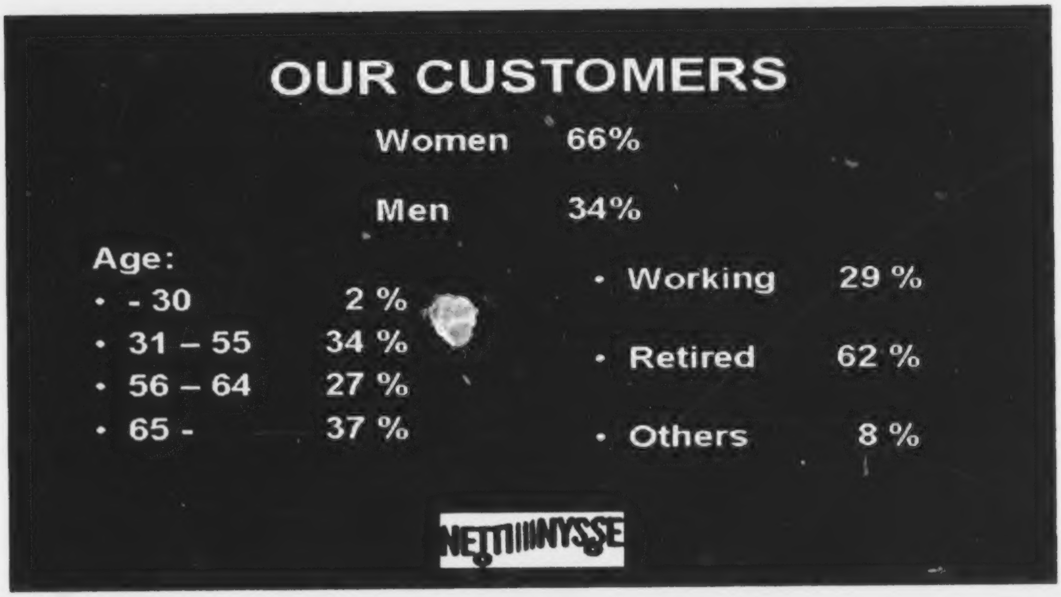


- First year 85 groups; associations of senior people, immigrants, people with hearing problems, truck drivers, kitchen workers, entrepreneurs, mothers, etc.
- In basic instruction 980 people
- Participated in 80 different happenings, 12 000 visitors.

NETTIIINYSSE

Last year, 70% of the course participants were women, 45% between the ages of 31-55 years, 50% over the age of 55, 90% had never used a computer before or only knew how to play solitaire with it. 95% were going to go on using the computer after the course. 50% had a computer at home, but there was mainly someone else using it.

BEST COPY AVAILABLE



OUR CUSTOMERS

Women	66%
Men	34%

Age:

- 30	2 %
31 – 55	34 %
56 – 64	27 %
65 -	37 %

Working	29 %
Retired	62 %
Others	8 %

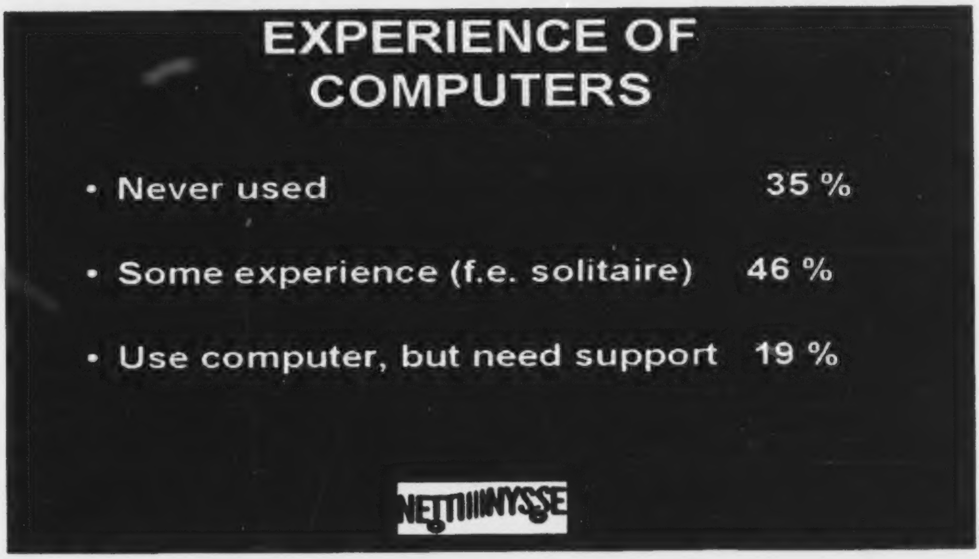
NETTINYSSE

During the first year we also took part in various happenings and exhibitions and also arranged open doors days to make the service and the bus familiar to people. The total number of visitors amounted at 12 000.

Netti-Nysse also received some public recognition. Last November the European Commission awarded Netti-Nysse and the city of Tampere with a recognition for the"Best eGovernment Practise ". Another recognition came from the Ministry of Education as Netti-Nysse won a national price for being an ' innovative adult education practice'.

How to lower the barriers to participation in the information society?

The need to learn is there. In Finland people seem to feel a social pressure to learn to use new technology. But often the barrier to participate in computer classes and other formal education is too high. Courses are long, there are tests and you have to keep up with the pace of the teachers etc. Safe, easy-going, non-formal introductory courses are needed. Positive learning experiences empower as they feed curiosity and courage.

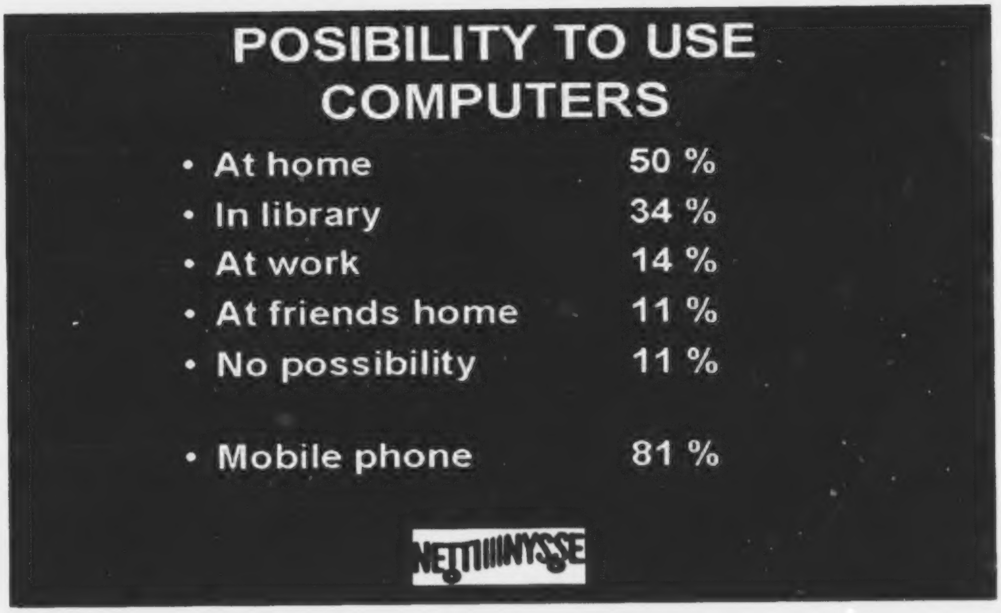


EXPERIENCE OF COMPUTERS

Never used	35 %
Some experience (f.e. solitaire)	46 %
Use computer, but need support	19 %

NETTINYSSE

BEST COPY AVAILABLE



POSIBILITY TO USE COMPUTERS

• At home	50 %
• In library	34 %
• At work	14 %
• At friends home	11 %
• No possibility	11 %
• Mobile phone	81 %

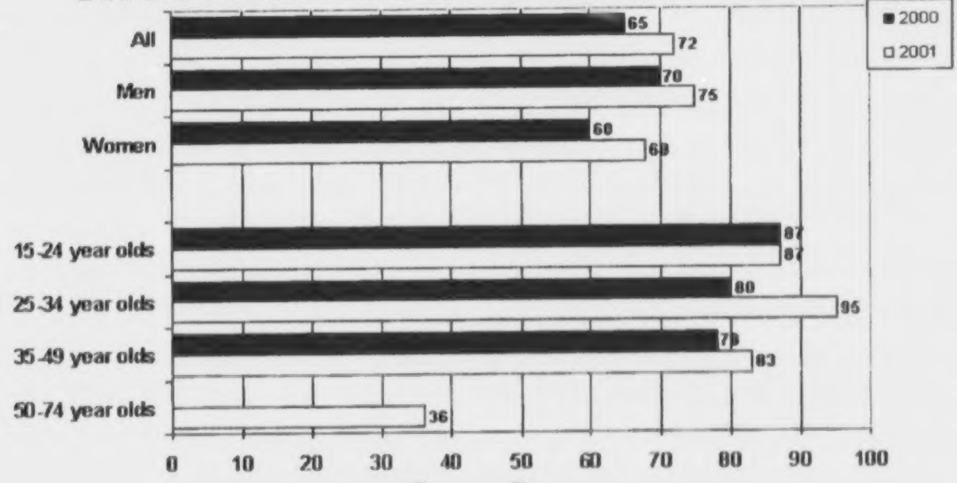
Supporting people's computer literacy plays an essential part in building the information society. But it's not nearly enough. Giving the people opportunities to use the computer besides offering reasonably priced and fast enough Internet connections are equally important. In the city of Tampere there are a little over 100 computers available for public use free of charge. In addition, public schools are quite well equipped as to computers. It is being examined whether the computer classrooms of public schools could be opened for the public in the evenings and during the weekends.
As to Internet connections for households, the number of alternatives to choose from has gone up while the prices have come down with the increased competition.
However, meaningful content is needed to supplement the faster connections and increased knowledge and skills of the people. What adults expect from using the Internet is some kind of added value for their everyday life or at least a certain kind of pleasure factor. To make this true the city of Tampere is actively developing new web services for its citizens.

BEST COPY AVAILABLE

Infocity
Infinity

Survey on the use of computers and the Internet among Tampere residents, 2000-2001

Internet connection in use



---

eTampere aims high

The objective of the eTampere information society programme is to make Tampere the spearhead city of information society development

- **by strengthening the knowledge base**
- **by creating new business**
- **by producing new public online services that ease the daily life of all citizens**

BEST COPY AVAILABLE

Tampere Infocity *Infocity*

Infocity

(City of Tampere

- Makes Tampere a model city of information society
- by developing practical online services for citizens and
- by improving the citizens' skills to use them

Tampere

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 128-154(WS)-E
Division Number: III
Professional Group: Public Libraries - Workshop
Joint Meeting with: -
Meeting Number: 154.
Simultaneous Interpretation: -

IT training in small librairies

Victoria Courtois
Bibliothèque départementale du Val d'Oise,
Val d'Oise, France
E-mail: victoria.courtois@cg95.fr

Abstract :

The net set itself up progressively in France. By 1998, the local authorities, warned by several reports had-become aware of the numeric gap. They then tried to promote access to internet. Within the French territorial context, each local elective representative is free to define his or her stand on politics of culture. Small territorial divisions, such as parishes or very small communes (97% of which have less than 10,000 inhabitants in France) have been able to redefine their libraries' cultural programmes so as to democratise the use of these new IT tools. To achieve this, the library staff had to be trained, and the new national measure in favour of youth employment enabled the libraries to recruit specialised IT staff members. These small libraries offer supervised training courses so that each person can step into the cyber society. Their small size thus becomes an advantage as they can easily offer made to measure training courses in a friendly atmosphere.

This millennium has been marked by a thorough renovation in village and small town French libraries. As the amount of internet connections in France and all over the world has increased these small establishments have been able to survey how the IT pioneer libraries have made place for these new computer and communication sciences. How did these places welcome informatics and how did they manage to boost it so as to efficiently serve the general public.

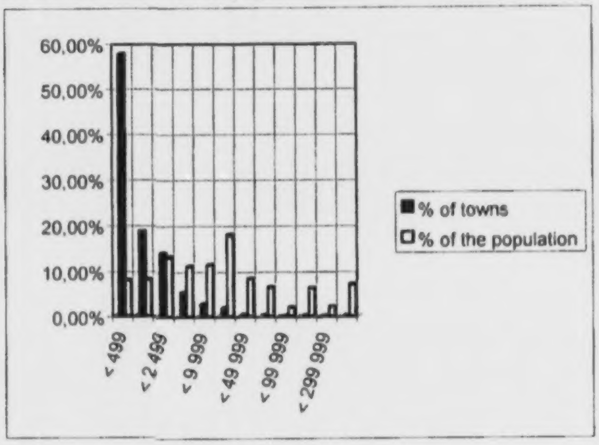
First of all, an inventory introduces the state of public libraries in small territorial divisions with fewer than 10,000 inhabitants. Then a presentation of training courses for staff and library users will demonstrate the role of these new technologies in such premises.

1. An inventory

a. France – a fragmented country.

If France is only considered a medium-sized country as regards to its population (60 million) and its surface area (547 026 square kilometres) it is none the less one of the five first most economically powerful ones. Since 1958, this republican state has been a parliamentary democracy combined with a presidential regime. The organisation of its territory is inherited from its history. This organisation is cut up into three layers of local authority : "Les communes" or municipalities created in 1789 (of which there are 36,779), "Les départements or counties introduced in 1790 (of which there are 100), "Les regions" or regions introduced more recently in 1992 (of which there are 26). These divisions were juxtaposed and it was not until 1992 that the establishment of a decentralisation plan redefined and strengthened their powers. Their autonomy was reinforced and state control was enlightened. The French metropolitan population is 59,951,435. 97% of the municipalities have fewer than 10,000 inhabitants and only 37 towns have more than 100,000. 26,5% of the French population live in municipalities which count under 30,000 inhabitants.

Break down of French population by municipalities



b. Small libraries

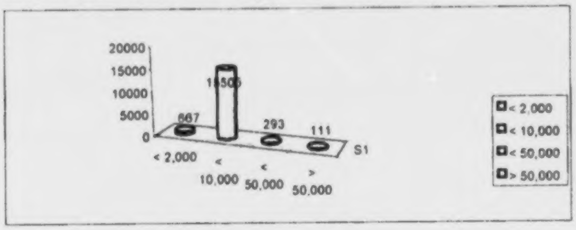
The libraries in small towns and villages have a municipal or associative statute. At the "Ministry of Culture and Communication", "The Book and Reading authorities" role is to advise, evaluate, and inspect the libraries. The state finances part of investment for construction, computerisation, reinstallation and acquisition of rare books. Last year the average rate of investment was 33,3% of the amount of projects.

The policy for public reading depends on the local elective representative in consequence of which each town situation differs. Some towns have no library at all, and there is no law to install such establishments nationwide. "The Book and Reading Authorities" evaluate municipal libraries' activities in towns of over 10,000 inhabitants and those of county libraries. The latter present statistics for the state of their network for towns which have a population of under 10,000 inhabitants. The mission of these county libraries, created in 1945, is to deliver books to towns with fewer than 10,000 inhabitants. This traditional mission

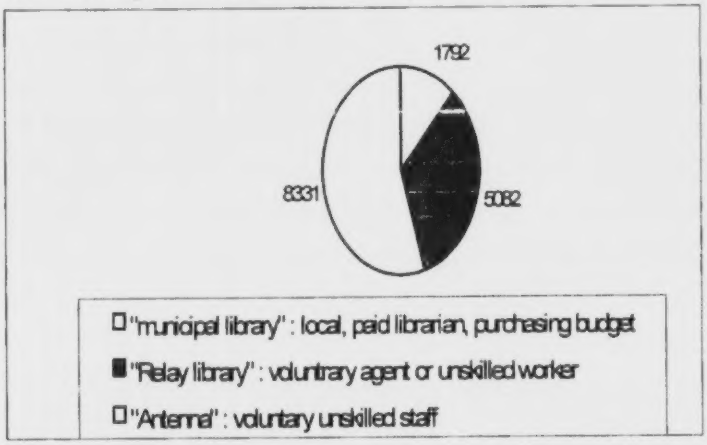
BEST COPY AVAILABLE

is changing. The county libraries are becoming resource centres. They link traditional missions to new ones. First "The Reading Plan" (which involves giving grants for purchasing, entertainment, or building) secondly training courses, and thirdly help and technical advice in order to develop libraries. The present situation is as follows.

Break down of libraries by size of towns



Break down of libraries in small towns of under - 10 000 inhab.



To established a list of the municipalities with fewer than 10,000 inhabitants we will use "The Book and Reading Authorities' " criteria. "A municipal library" must have a budget for purchases and a paid librarian, "The relay library has a voluntary agent who has been trained or an untrained paid worker, "The antenna" library operates with voluntary workers who have not been trained to manage a library. Since 1997, there has been an increase in the number of antenna libraries which have become relay libraries. We will study IT training as regards to small libraries in towns of under 10,000 inhabitants. That is to say a total of 16,172 libraries. These small libraries in the Val d'Oise County (north west of Paris) represent 46 facilities, 400 staff 53 of whom are trained, 1,2 € per inhabitants for acquisition and 12 hours average opening hours.

The heterogeneity of the network proves itself in practice. The politicians ask libraries to develop reading, to contribute to training efforts and leisure activities in their towns and more recently to democratise access to IT. Librarians and voluntary teams work locally to offer electronic collections composed of web sites and CD-ROM in order to complete pre-existing paper resources. This answers the users' needs for training as well as for their personal development. The library teams incite and maintain the taste for reading in their towns. The small size of these municipalities makes access to the library easier, as they are geographically and humanly close to people. The installation and valorisation of access to the internet is an opportunity for these small structures in spite of their limited budgets to respond as best as they can to their users' needs

BEST COPY AVAILABLE

C. Setting up IT in France

Originally, France was not one of the leading internet countries. It had a low rate of connection in both business companies and in private households. In 1998, French speaking websites amounted to 34, 000. A number of elements slowed down their development. This was mainly due to the heavy cost of equipment (1200 € to 1500 €), a specific vocabulary, the difficulty for novices to find information, the time needed for downloading, but also adults only sites and the permanently engaged telephone line. As early as 1998 reports highlighted the numeric gap emerging in France. In 1999, a White Paper, to the French prime minister about "the information society", offered several measures to develop internet France. This programme (PAGSI) consisted of

- Education : all schools connected to the net
- Culture : developing French cultural contents
- Modernisation of administration : electronic formulas
- E-business : government aid
- Law : adapt legal framework

The former prime minister Lionel Jospin took things in hand and set up measures to bridge the gap during his speech in Hourtin. The politicians began to realise that IT was really important for France. Both for enterprise, facing market globalisation and for individuals in order to optimise their employability.
The computer equipment in French households increased by two points for IT equipment and four points for web connexions per year. In June 2002, 36,1% of households had a computer at their disposal, 22% had access to the net. 33,4% of internauts aged eleven and over wherever they connect from : home, work, other (educational premises, public or private premises such as cybercafe, libraries friend's home) consult a site and 13,3 % download a file. Only 27% of these internauts use fast internet. Access to this is unevenly spread, essentially depending on users' socio-professional categories and their level of education. The typical web user more often has a high grade job, but the largest group of users with an average cultural level is to be found in Europe. The lower classes stay shy of this new tool. This inventory emphasizes the fact that 77% of French people still do not use the net.

Libraries, municipal facilities open to the public, do what they can to alter this state of things. Above all, they provide access to computer equipment and the net without discrimination. Staff have the key role as mediators, they act as guides during the discovery of these new medias. They suggest documents and training courses to facilitate the handling of these tools. Mastering the net becomes a reality when individuals can make sense out of data and contents. To acquire this know-how : viewpoint, critical analysis, the web surfer must be able to use all the functions of the net (web site, FTP, e-mail, chat rooms). These training courses represent a long term job as technologies change fast. Internet is not only a professional or academic tool it modifies peoples way of life (e-commerce, networked games, social behaviour with e-mail and chat rooms). The entire mastery of the net helps people to cross the threshold of the "information society".

2. It Training courses

a. Training courses for professional

The situation in France is characterised by the heterogeneity of the intervening parties and their skills. In small libraries, the size of staff teams calls for polyvalence. Training needs are numerous and stem from different sorts of intervening parties.

The aging of librarians implies that part of these professionals have no IT skills. Voluntary staff have various background, the majority of them are retired, and some others are still bringing up children. It is often necessary to upgrade their skills.

Confronted with these new required skills Continuing Education Organisations they have set up vast plans of action. The main object being, that all current library staff be trained in IT. Different types of courses coexist. Courses that are free of charge, paying courses, four unit courses lasting from one to four days each unit. Training organisations work along with local authorities to offer a catalogue of courses. Demand is high and the courses are rapidly full up. The largest adult education training course organisation for civil servants in the Paris area has a catalogue offering no less then 409 days of training in computer sciences and sixteen days training on the internet. ,each of these courses for groups of up to fourteen. Contents vary according to organisations. The CNFPT alone provides 12 day training courses on business software such as Microsoft products. Some county libraries and the CNFPT organise one or two day training courses on how to operate the computer itself (peripherals, and operating system). The aim is to enable the user to switch the computer on, handle the mouse, understand the architecture of files and operations such as safeguarding and copy-pasting. The county libraries of Savoy and Val d'Oise, two French counties, train associates on a long term basis, setting up series of computer courses "how the computer works", Windows 98, an introduction to office automation further training, and finally manipulation and finding information on the net. The goal is to train novices from A to Z. Once the courses finished the return to the equipment must be linked to regular use of it. The courses help develop the libraries which are part of the county network. Organisations offer means of subsidies. County library Reading Plan contribute by conceding grants for the purchase of computer and software.

Most of the county libraries are conscious of the opportunities that the net presents in the further development of the library collection in municipalities of under 10,000 inhabitants. The county libraries have set up training courses in searching for information. These include how to use a web browser, directory and search engine, appraisal of resources and for certain courses e-mail.

Staff are also recruited to take charge of IT. These people are also present in small facilities. Their titles vary – multimedia organiser, IT organiser, reading outlet organiser – according to the towns. These rather precarious jobs are part of the youth employment plan to encourage the integration of under 25 years olds in the working world. The state pays part of their salaries. The jobs have been created to answer new needs. This wide spread plan of action has managed to satisfy an emerging need which had not found the right personnel. These jobs are filled by young people who are on the average under 26,6 years old and to a large proportion (70%) by young men. Traditionally boys are generally more attracted to technology than girls, and more so by IT. A large part of the organisers are recruited on the basis of their it skills they acquired by specialised tuition, self tuition or a passion for computer sciences. These skills must be linked to training and an inclination for mediation.

There are a few new specific courses for youth employees working in multimedia. They are an answer to the compulsory training acquired for subsidised jobs. From short courses in multimedia space management to longer ones in mediation, certain procedures certify knowledge which is linked with dual skills such as computer science, mediation or mediation and library sciences. This personnel is often torn between training for every day duties as opposed to taking broader courses that prepare for civil service entrance examination -a way of opting out of a precarious work status.

In order to pursue the training process a discussion list enables course mediators to exchange ideas about the contents of their jobs. Up to June 15th 2002 1630 subscribers are listed on " the multimedia centre in libraries discussion group" and from 5 to 10 e-mail are sent per day.

B. Training the general public

No two libraries have the same multimedia services. They partly depend on geographical, social and political location, as well as the libraries' set tasks. The library staff set up the multimedia services to suit their goals. Equipment is either grouped in one place or dispersed around the library. The computers give access to electronic data. Small municipalities have between one and six computers. The mediators' presence is the deciding factor; it facilitates the users progress from basic functions to the accomplishment of a educational or creative project.

Training depends on offer of services, the type of access to the net and the available equipment. Pc can work in or out of a network.

Different profiles are established according to whether libraries wish to train users in IT or just to increase collections and documentation available. In the first case, libraries provide access to Microsoft's software cdrom and free access to the net. In the second case librarians limit offer to certain websites using graphical frameworks or OPACs. This software works as follows: either only preselected sites are available or the whole net is available excepting prohibited sites. A large number of libraries have a set of rules concerning the use of computers. These rules avoid having to buy security software at least in small structures where human surveillance is easy. They forbid chat rooms, e-mail, and adults only sites. These limitations could be put down to lack of knowledge about the tools.

Different types of training courses are offered according to surface area. The multimedia services have timetables and calendars for training sessions when more than four computers are involved. The fewer the computers, the more time management is important. Libraries organise rota to enable users to take appointments to use the Pc alone or with help. These accompanied sessions introduce IT to users. Finally, informal sessions are set up when users meet difficulties. Reduced multimedia services encourage know-how exchange between users who willingly help each other.

Contents of courses also vary. The larger the access the more important the course because it is the key to autonomous users. Various courses are provided. The basic ones familiarise the general public with IT. Contents such as : handling the mouse, office automation training. The trainees can then create CV or school files according to their needs. Secondly courses dealing with web browsing or web structure as well as how to use e-mail, and introduction to documents research. Theory alternates with practice during the group courses. One to one courses are made to suit needs. Each library and each librarian draws from personal experiences and adapt to trainees.

To harmonise experiences the certified labels EJM (Espace jeune Multimedia) or ECM (espace culture multimedia) have been set up by the ministries concerned. These labels take into account the premises which must fill a certain number of criteria (number of PC, courses, introduction to digital art). The guarantee of the courses' quality enables the establishment of IT passports which act as diplomas

These labels help to increase the number of access points to the net, some are limited to areas such as Cyber local, Picardie-en-ligne or cyber Cantal the region of a famous French cheese. Special events such as the "internet fête" "IT passports" federate these sites and make their existence more worthwhile.

Although they are far behind the pioneer multimedia libraries, such places work locally to bridge the numeric gap. Conscious that they only dispose of means adapted to their size for both equipment and personnel it is only by offering a personalised service that they are able to satisfy their general public

GLASGOW 2002

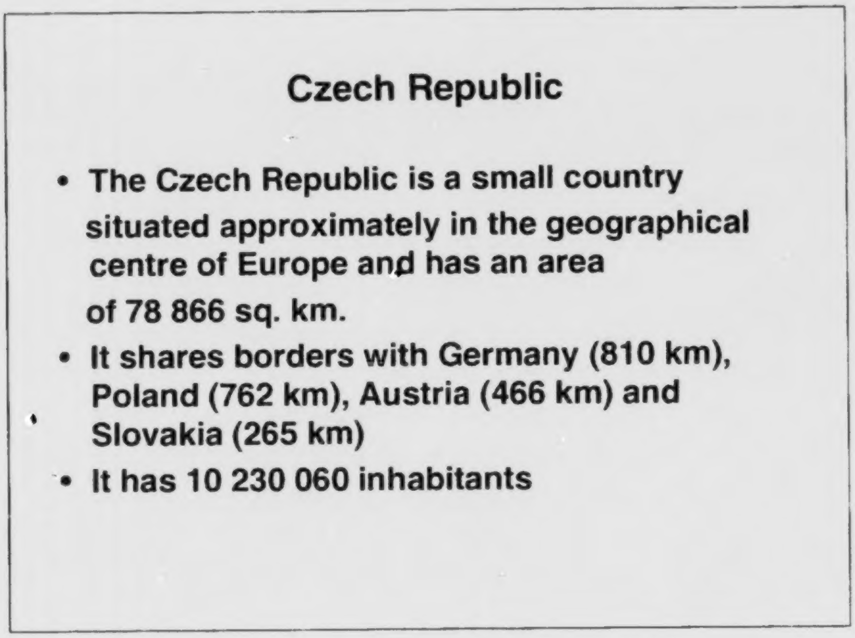
68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 164-154(WS)-F
Division Number: III
Professional Group: Public Libraries - Workshop
Joint Meeting with: -
Meeting Number: 154.
Simultaneous Interpretation: -

Central and Eastern Europe Struggling for Computer Literacy - a Czech experience

Jarmila Burgetová
Association of Library and Information Professionals of Czech Republic
Prague, Czech Republic

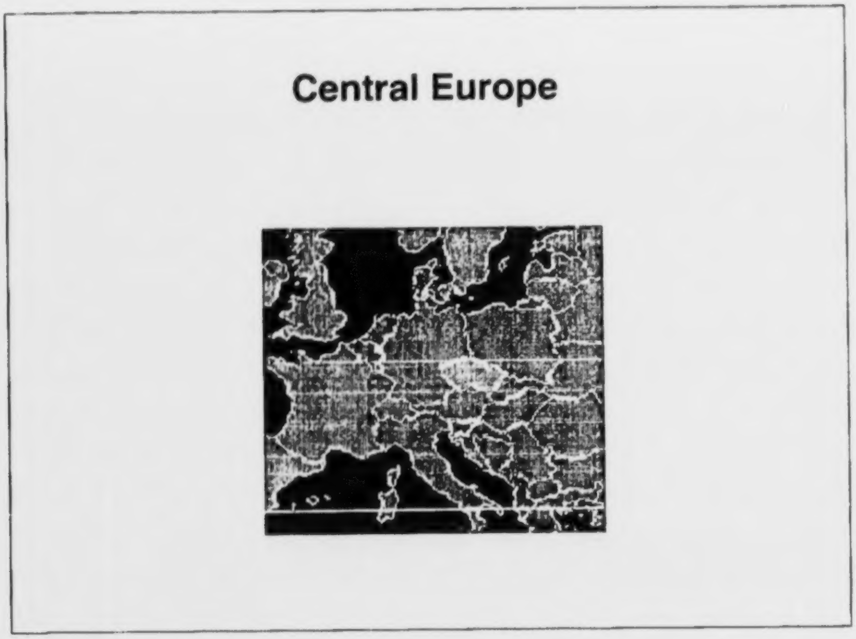
Dear colleagues! At the beginning of my presentation I would like to introduce me. My name is Jarmila Burgetova. I am Honorary President of the Association of Library and Information Professionals of the Czech Republic and member of the IFLA standing committee for public libraries. My task today is to share with you the experiences of Czech public libraries of introducing access to Internet and using its advantages. Before I begin I would like briefly introduce my country especially for those participants who are not Europeans.



Czech Republic

- The Czech Republic is a small country situated approximately in the geographical centre of Europe and has an area of 78 866 sq. km.
- It shares borders with Germany (810 km), Poland (762 km), Austria (466 km) and Slovakia (265 km)
- It has 10 230 060 inhabitants

The Czech Republic is a small country in the centre of Europe (10 293 060 inhabitants, territory 78 866 sq km). It might have been better known Czechoslovakia - a state that came into being in 1918, at the end of the World War I on the debris of Austro-Hungarian monarchy.

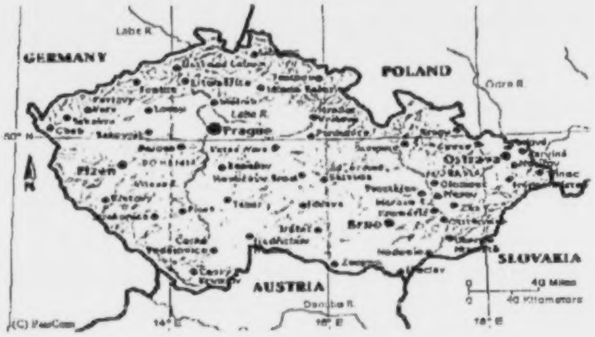


Central Europe

As you see, the neighbors of the Czech Republic are Germany, Poland, Slovakia and Austria.

CZECH REPUBLIC

Map of the Czech Republic


GERMANY
POLAND
Labe R.
Odra R.
Prague
Plzen
Brno
Ostrava
SLOVAKIA
AUSTRIA
Danube R.
40 Miles
40 Kilometers
14° E
16° E
18° E
50° N
(C) PassCom

The capital of the country is Prague – in Czech we say Praha - with one million and two hundred thousand inhabitants.

BEST COPY AVAILABLE

The very new history: The Velvet Revolution in 1989

Called "The Velvet Revolution" because no one was killed. On the 17th November, as the Berlin Wall was coming down, a student demonstration confronted the police. There were larger demonstrations, with Havel at the forefront, until the Communist government resigned on the 3rd December.

Vaclav Havel was elected on the 29th of December President of Czech a Slovak Federal Republic.

Democratic development was renewed in November 1989, after the end of forty-year long Communist rule and subservience in the Soviet bloc.

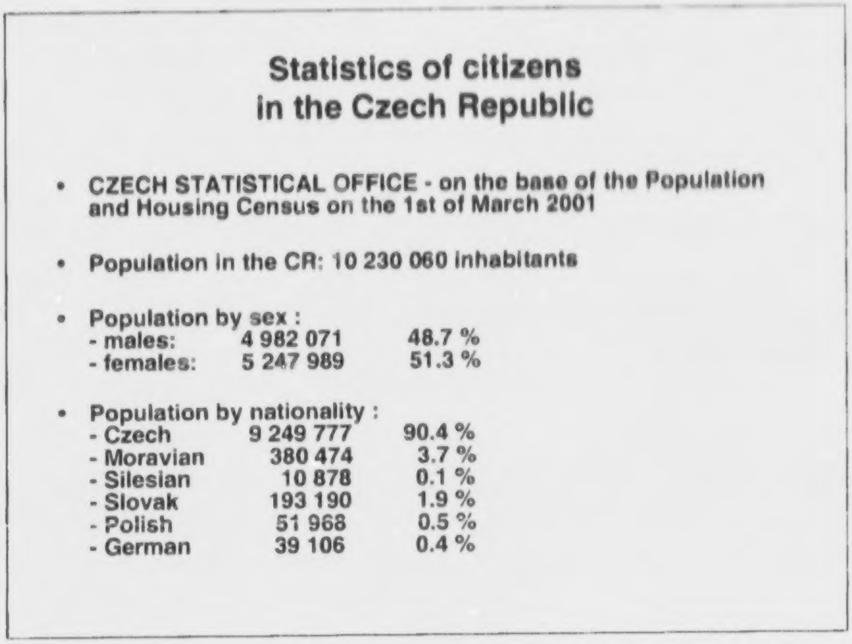
Separation in 1993
- the start of the Czech Republic

Although the Czechs did not want the country to be separated from Slovakia, the economic realities of the new competitive capitalism were different for these two nations.

The Slovaks had the burden of many former state heavy industries that face closure and loss of employment. But, again, it was a peaceful evolution in the Czech history.

Havel had resigned his post rather then preside over the break up of Czechoslovakia, but he was re-elected as the first president of the Czech Republic.

The partition of Czechoslovakia was effected as of January 1, 1993 , and accordingly, even if it sounds quite unbelievable, we shall remember a decennium since creation of this new state entity (whose roots, however, go as far back as to the early 9th century).



Statistics of citizens in the Czech Republic

- CZECH STATISTICAL OFFICE - on the base of the Population and Housing Census on the 1st of March 2001
- Population in the CR: 10 230 060 inhabitants
- Population by sex :

- males:	4 982 071	48.7 %
- females:	5 247 989	51.3 %

- Population by nationality :

- Czech	9 249 777	90.4 %
- Moravian	380 474	3.7 %
- Silesian	10 878	0.1 %
- Slovak	193 190	1.9 %
- Polish	51 968	0.5 %
- German	39 106	0.4 %

At the beginning I would like to inform you also about some fundamental statistical dates: So I repeat – the total number of population (we are a very small country) – Population by sex – Population by nationality. As you see Czech Republic is - as a matter of fact - a national state practically without minorities.

Population by highest educational attainment

Population total	8 571 710	100%
• No education	37 922	0.4
• Basic	1 974 776	23.0
• Vocational	1 760 461	20.5
• Secondary	1 619 704	27.1
• Higher technical	108 111	1.3
• University	762 235	8.9

Of the number of adult inhabitants 23% have basic education, more than 20 % vocational education, more than 28 % have secondary and higher technical education and nearly 9 % are university graduates. No illiterates are officially registered.

The public library network
2001

Libraries*	Branches	Collections	Users	Loans	Library workers
6091	1089	60 191 490	1 512 717	69 864 356	4 844

The public library network*	
National Library	1
Regional libraries	14
Libraries in district towns	69
Municipal libraries	670
Local public libraries	5337
Branches	1089

In the Czech Republic the public library network represents more then 6 000 libraries + more then 1000 branches and mobil libraries. The majority 5 337 libraries are situated out of town – sometimes in small villages. In these libraries are working only library volunteers – local teacher, pensioner, woman in household etc.

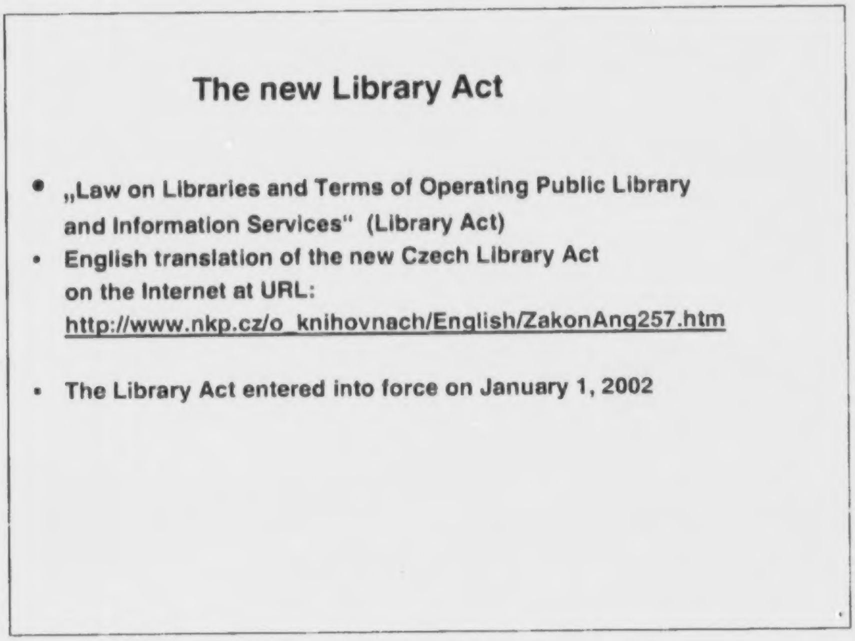
There are 6244 communities of all sizes in the Czech Republic. In 2001, exactly 6091 public libraries were active – or almost one public library at each community. That is a result of a tradition we have been keeping from the times of early Czechoslovak Republic, whose Parliament passed – as soon as in 1919 – a law on public local and municipal libraries which mandated local and municipal councils to establish a public library.

Tranformation of public libraries

- Foundation of the Association of library and information Professionals (1990)
- Transfer from the central government to the local authorities – communities and municipalities (1994 -2000)
- The new Library Act - 2001

It is hard to say whether we were able to exploit duly, in the course of the past almost 13 years of life in freedom and democracy, all the new chances. What we can say, though, that we tried our best. We succeeded to change many things and to achieve a number of goals in Czech libraries also owing to and thanks to influence of the Association of Library and Information Professionals - a new Association we founded (or renewed) right in the spring of 1990 (under the Communist *régime* no such associations were allowed).

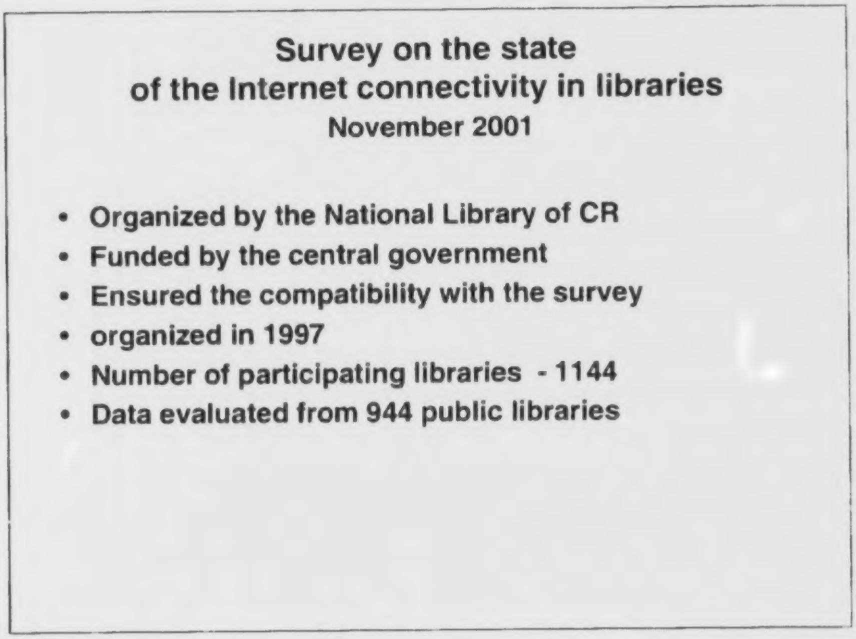
The transformation of public libraries into cultural, information, and educational centers as well as their transfer from the area of the central government to that of local one (to communities, municipalities, regional authorities) have been completed without big losses (here I have in mind closing down or liquidation of libraries). Last year, after a period of „struggles“, we saw the Czech Parliament passing a new bill on libraries - the third Library Act in the history of Czech librarianship.



The new Library Act

- „Law on Libraries and Terms of Operating Public Library and Information Services“ (Library Act)
- English translation of the new Czech Library Act on the Internet at URL: http://www.nkp.cz/o_knihovnach/English/ZakonAng257.htm
- The Library Act entered into force on January 1, 2002

The official title of Library Act reads „Law on libraries and Terms of Operating Public Library and Information Services“ and it codifies a number of principles important for further development of libraries and their services to readers and users. English translation of the Law is available on the website of the National Library of the Czech Republic and also on IFLANET.



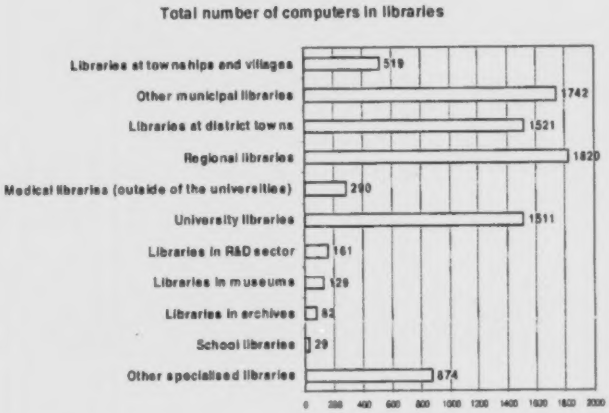
Survey on the state of the Internet connectivity in libraries

November 2001

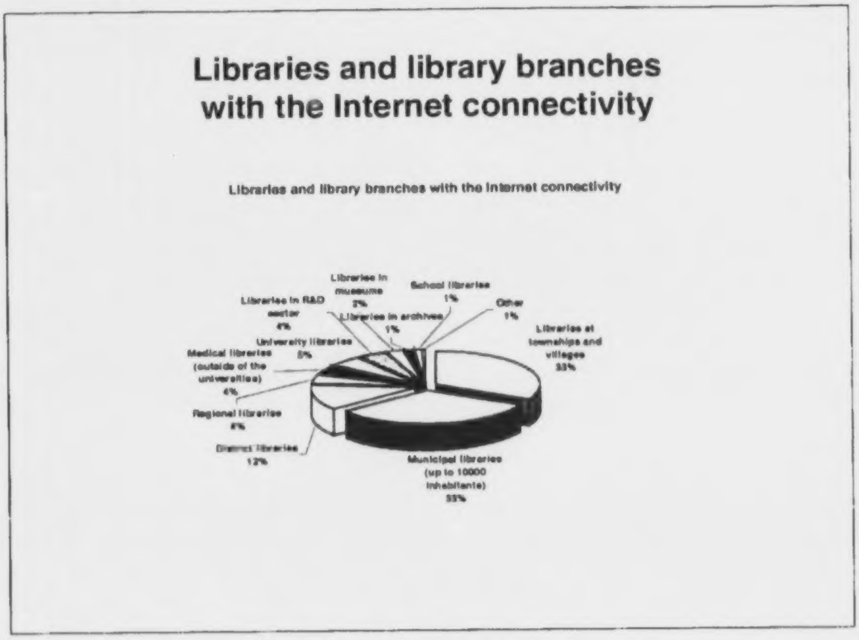
- Organized by the National Library of CR
- Funded by the central government
- Ensured the compatibility with the survey
- organized in 1997
- Number of participating libraries - 1144
- Data evaluated from 944 public libraries

For this workshop I have prepared a short presentation of results of a survey on the state of the Internet connectivity of the Czech libraries according to the data as of late 2001. The survey was organized by the National Library of the Czech Republic in November 2001 and was funded by the central government. It was conceived in such a way as to ensure the compatibility of its results with the data of a similar survey organized by the National Library in 1997. The total number of libraries participating in the survey was 1144, out of which 200 libraries had neither computer equipment nor were connected to the internet, whence the data were processed for 944 libraries only.

Total number computers in libraries



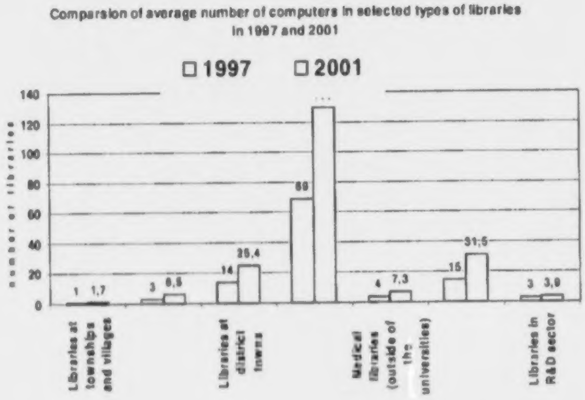
As of the late 2001, there were 8678 computers in 944 libraries surveyed. In public libraries participating in the survey there were 5602 computers.



Libraries and library branches with the Internet connectivity

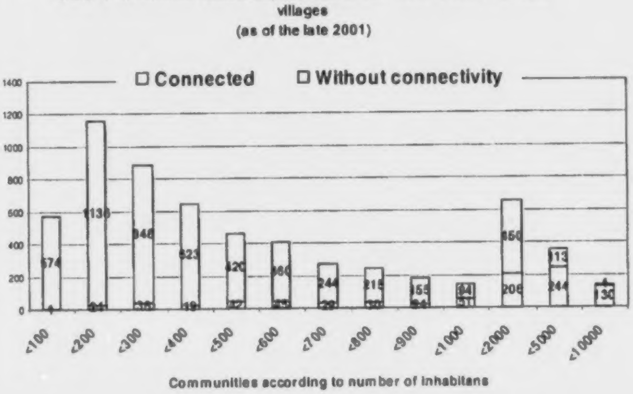
Out of the total number of computers, 77 % were connected to the Internet.

Comparison of average number of computers in selected types of libraries



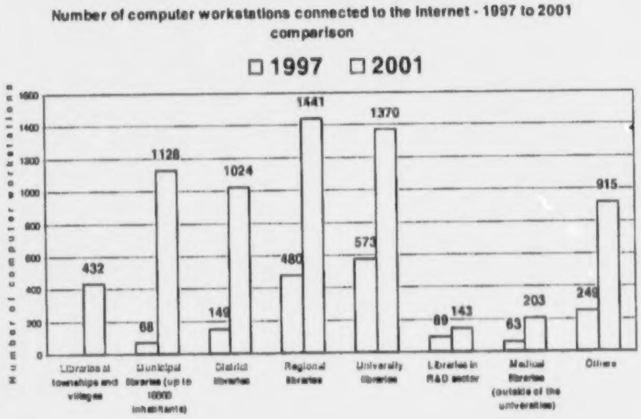
I would like to draw your attention to the vacant (empty) places where the descriptions by fault disappeared. On the second place there might be municipal libraries , on the forth place regional libraries and on the sixth place university libraries. The average number of computers in the regional libraries is 130. While there are average 130 computers per regional library, it is mere 6,5 computers per municipal library and 1,7 computers per local library, only. Compared to 1997, a rise of more than 100 per cent was registered. The biggest progress was achieved in the category of local libraries in which not a single computer was connected to the Internet in 1997.

State of the internet connectivity in the libraries in towns, townships and villages



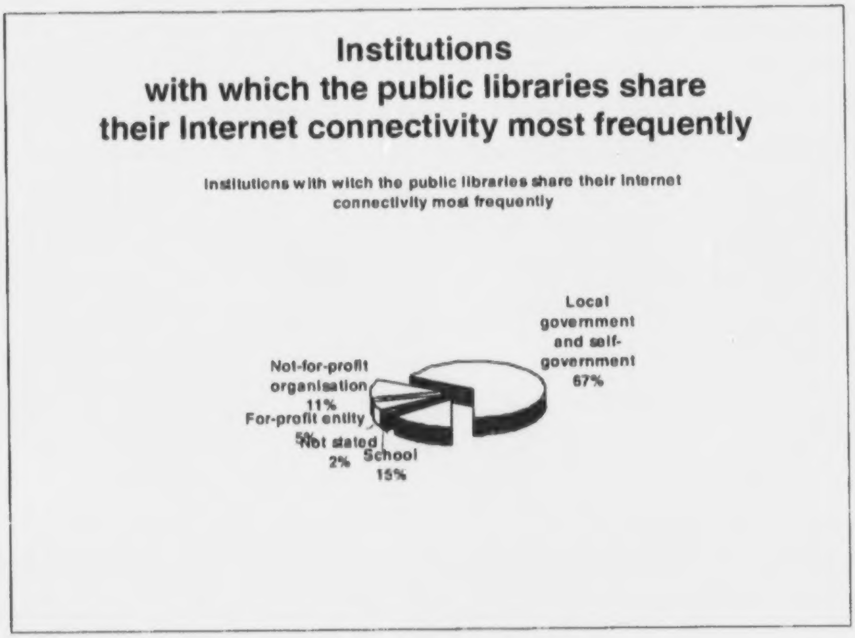
This picture shows the difficult and unsatisfactory state of the Internet connectivity in the small public libraries. In communities with less then 900 inhabitants the relation between the number of libraries which are connected to the Internet and those which are without connectivity is not convenient. The situation is changing only in communities with more then 5000 inhabitants and bigger ones.

Number of computer workstations connected to the Internet 1997 to 2001 comparison



This picture shows objectively the enormous increase of computer workstations connected to the Internet in libraries during these five years.

BEST COPY AVAILABLE

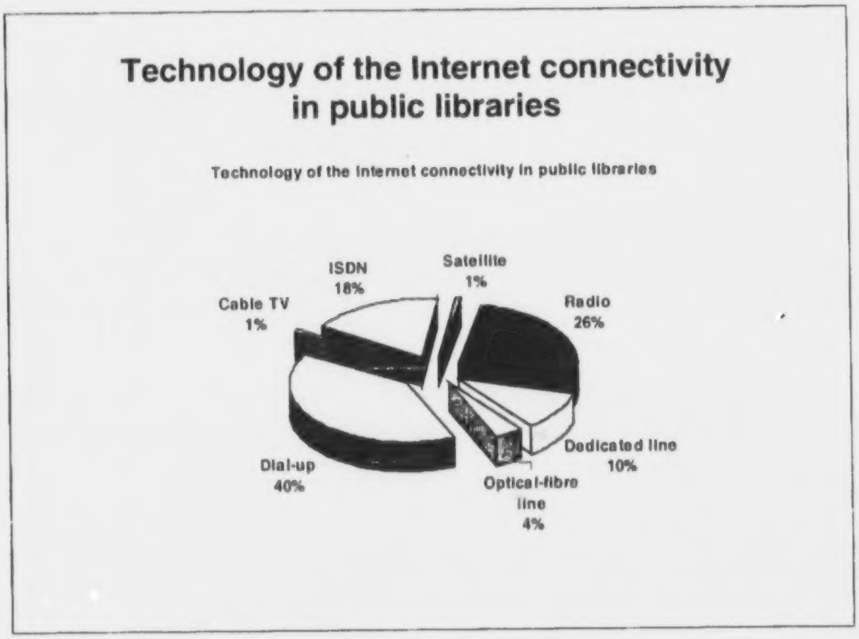


Institutions with which the public libraries share their Internet connectivity most frequently

Institutions with witch the public libraries share their Internet connectivity most frequently

Other question was with which institutions the libraries share their Internet connectivity most frequently, of course, the majority are local authorities.

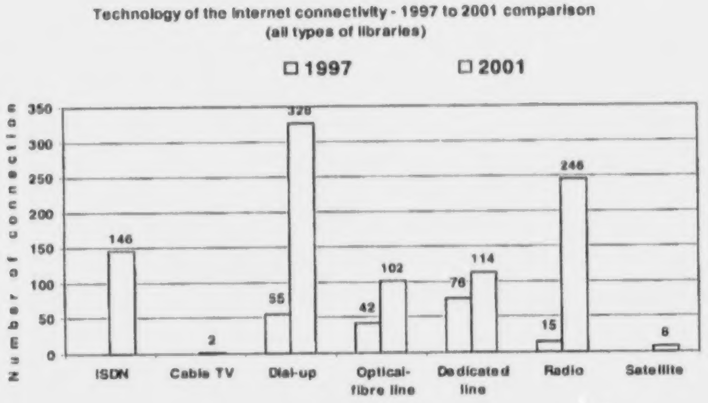
BEST COPY AVAILABLE



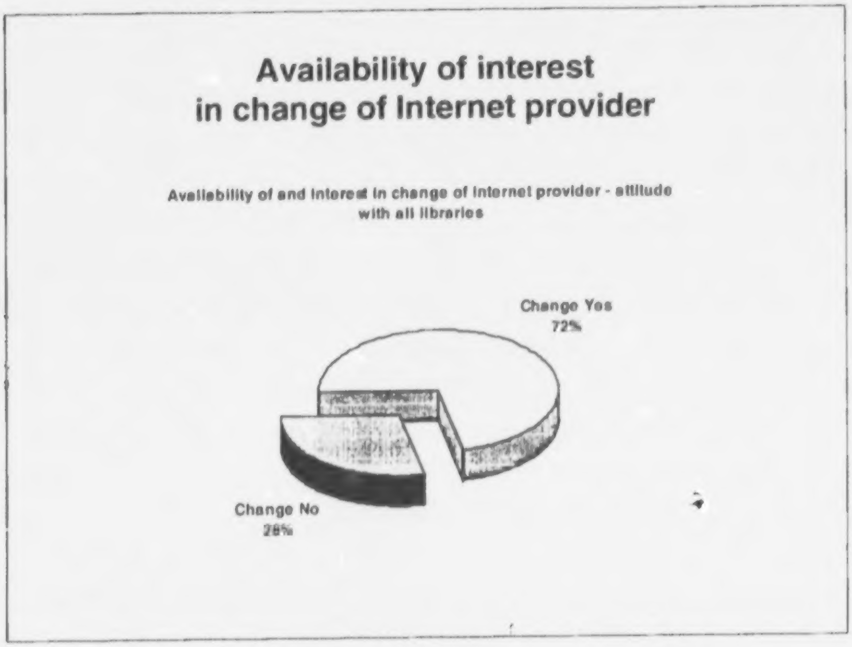
Technology of the Internet connectivity in public libraries

What is the technology of Internet connectivity in public libraries like? The majority of libraries uses the dial-up – in other words the phone connection.

Technology of the Internet connectivity 1997 to 2001 comparison



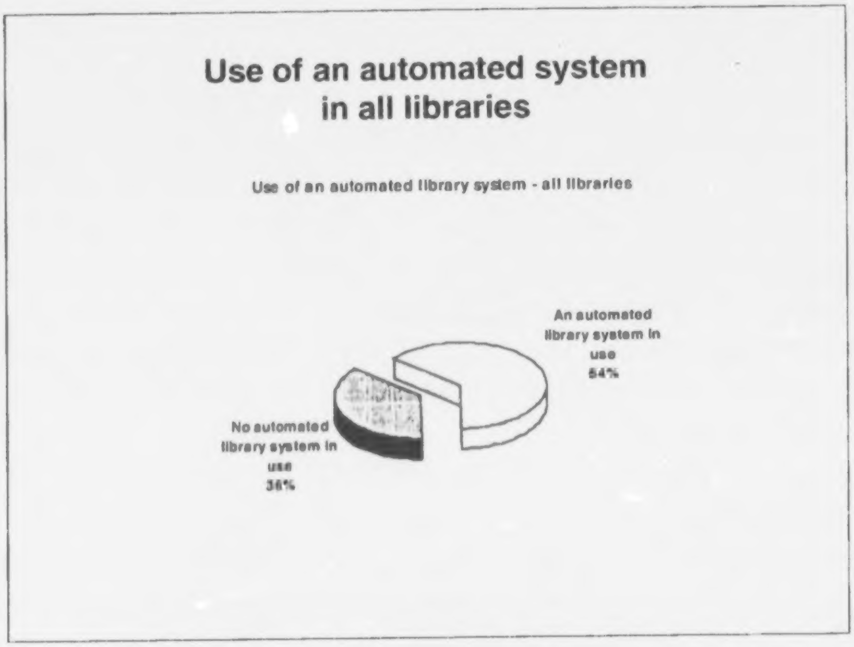
All types of Internet connectivity increased, the main increase registered radio and phone- connection.



Availability of interest in change of Internet provider

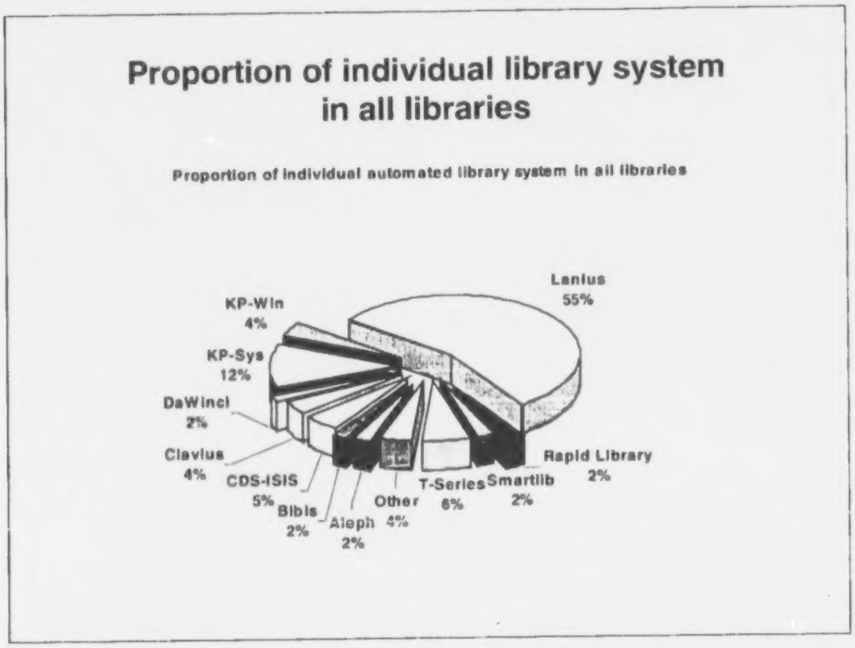
Availability of and interest in change of Internet provider - attitude with all libraries

The picture presents degree of satisfaction, or dissatisfaction - and, accordingly, interest in change of Internet provider.



Use of an automated system in all libraries

An interesting chapter of the survey posted an examination on how many libraries use an automated library system and if yes, which one.

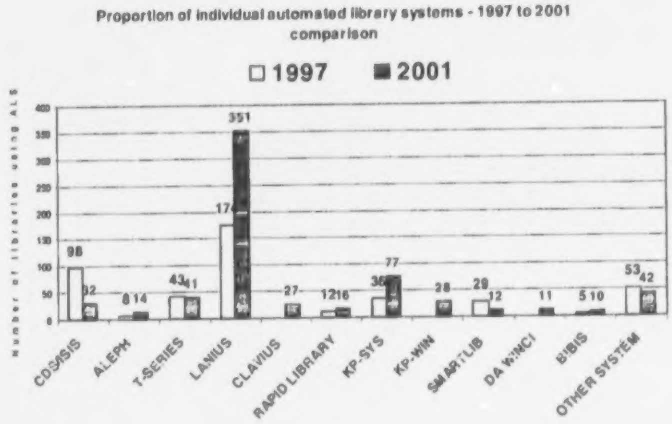


Proportion of individual library system in all libraries

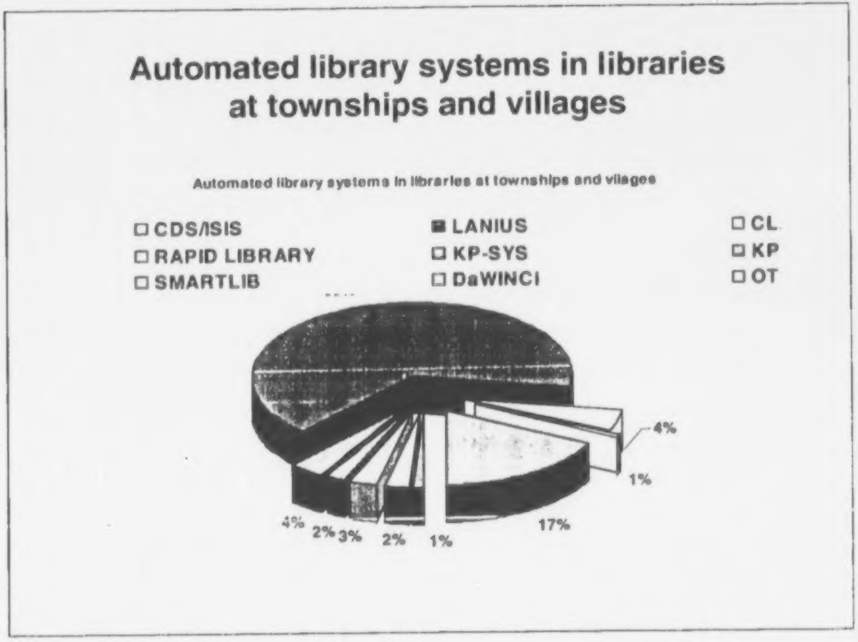
Proportion of individual automated library system in all libraries

To buy an automated library system is a very expensive matter. So you see that the majority of public libraries is using the inland system called LANIUS – which is cheep and elaborated according to the needs of public libraries.

Proportion of individual automated system 1997 to 2001 comparison

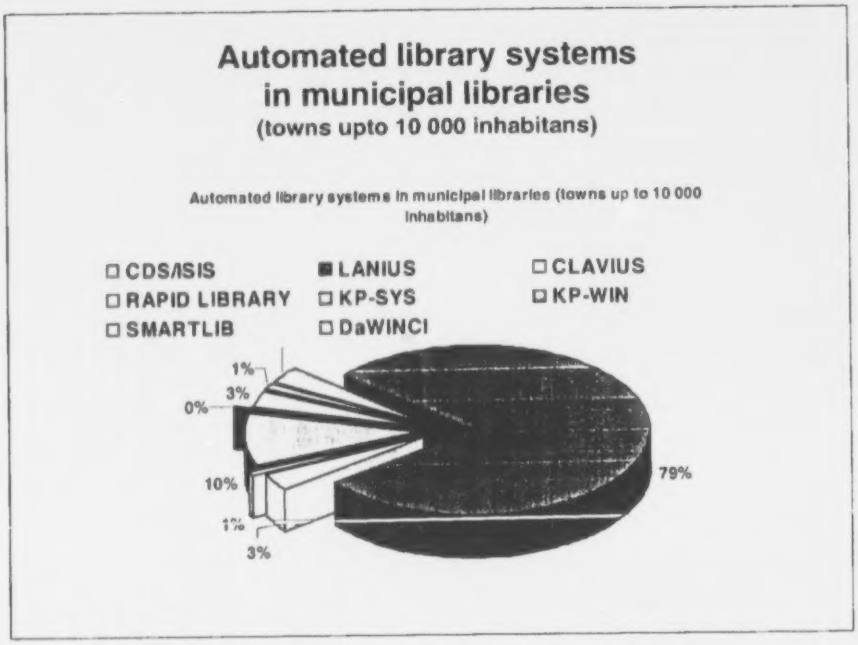


All the same the comparison showed the essential increase of the inland system LANIUS.



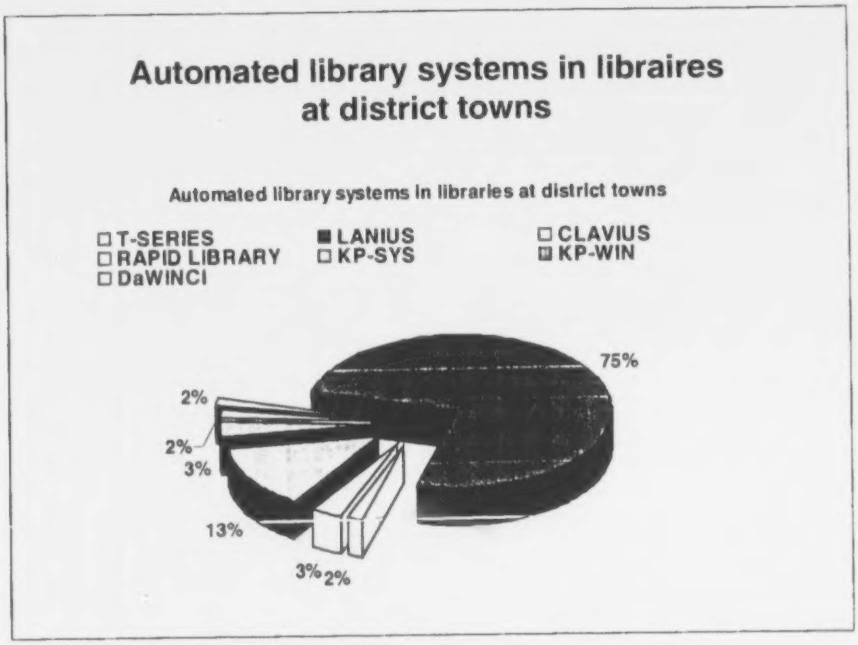
Automated library systems in libraries at townships and villages

In small communities there is the majority of libraries using the Czech automated library system LANIUS (66 %) even more evident.



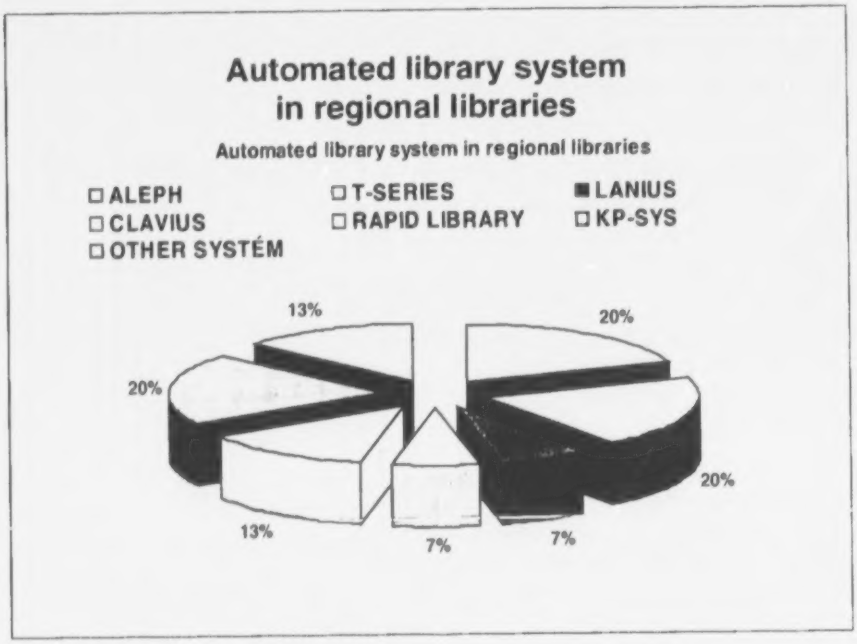
Automated library systems in municipal libraries
(towns upto 10 000 inhabitans)

In the majority of the Czech municipal libraries (79%) is LANIUS very popular.



Automated library systems in libraires at district towns

The same situation in the libraries at district towns.

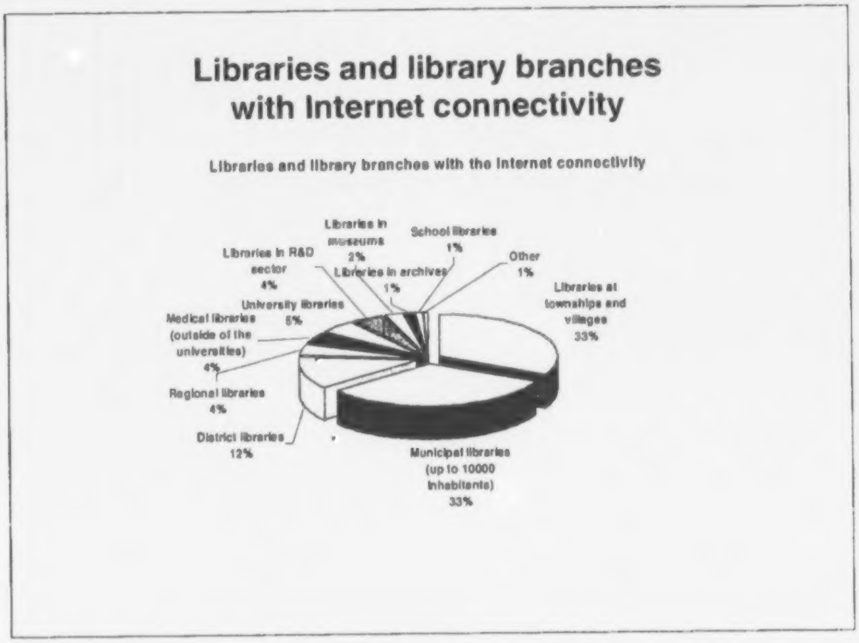


Automated library system in regional libraries

Automated library system in regional libraries

☐ ALEPH
☐ T-SERIES
■ LANIUS
☐ CLAVIUS
☐ RAPID LIBRARY
☐ KP-SYS
☐ OTHER SYSTÉM

Only in 14 new regional libraries – among which 9 are former state scientific libraries – it concerns the largest public libraries in the country - is the situation a little bit other - diverse and varied.



Libraries and library branches with Internet connectivity

Libraries and library branches with the Internet connectivity

In our circumstances we achieved a good result: 82% from the total number of libraries connected to Internet are public libraries serving the general public. In recent years we reached these positive results thanks to the National Information Policy favorable towards libraries.

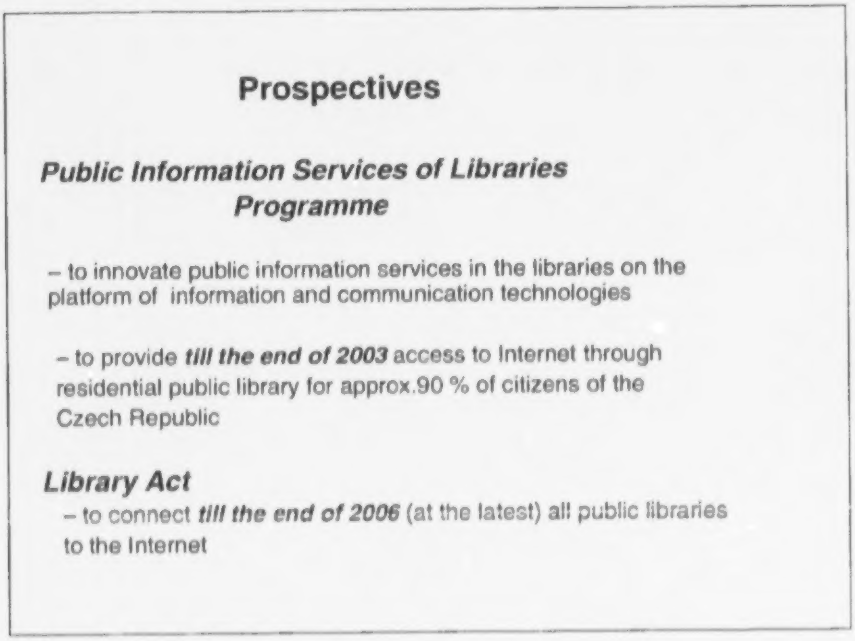
BEST COPY AVAILABLE

National Information Policy

Public Information Services of Libraries
Programme 2000 - 2003

- **Provision of public access ICT sites with skilled assistance guaranteeing equal access to information sources and networks for all groups of citizens**
- **Support for life-long education and meeting the cultural needs of citizens**
- **Access to information from the public administration domain as stipulated by Free Access to Information Act No 106/1999 Coll.**
- **Information supply supporting tourism, enterprise, legal conscience, independent decision, including provision of special library and information services to social and ethnic minorities**
- **Information and document supply for research and development**
- **Preservation of and access to the national cultural heritage in library collections**

The national program called „Public Information Services of Libraries“ totally changed the situation which existed before 2000. At the end of the last year 3 218 public libraries were equipped with computers - nearly threefold of the state two years ago. 2146 computers were in the same time (at the end of 2001) connected to Internet. On the screen you can see the main goals of this program which is one of the programs out-going of the National Information Policy, financed of the state budget.



Prospectives

Public Information Services of Libraries Programme

– to innovate public information services in the libraries on the platform of information and communication technologies

– to provide ***till the end of 2003*** access to Internet through residential public library for approx.90 % of citizens of the Czech Republic

Library Act

– to connect ***till the end of 2006*** (at the latest) all public libraries to the Internet

What we expect from the future? We have two good reasons for a relative optimism: 1) the national program „Public Information Services of Libraries" which presumes to provide access to Internet till the end of 2003 through public libraries 90% citizens of the country and 2) the „Library Act" which fixed that all public libraries according to the Law must be connected to the Internet till the end of 2006.

My rather optimistic prospects have been unfortunately considerably changed during the recent flood that devastated large areas of the Czech Republic last week. There were also affected collections of the libraries, archives and museums.

Thank you for your attention

For more details contact me – please!

Jarmila.Burgetova@seznam.cz

Thank you for your attention. I am prepared to answer your questions, or if you want to know more details, please, contact me per e-mail.

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

EDUCATION AND TRAINING

Half day workshop – Thursday, 22 August 2002

Time: 9:00 – 14:00

Location: Court Senate Suite, Collins Building, University of Strathclyde, Richmond Street, Glasgow. (About 4 blocks from Queen Street Station, 5 blocks from the Underground and 11-12 blocks from Central Station)

PLEASE NOTE:
FOR PLANNING PURPOSES, WE MUST ASK THAT YOU REGISTER IN ADVANCE FOR THE WORKSHOP. SIGN-UP SHEETS WILL BE AVAILABLE AT THE SECTION'S STANDING COMMITTEE MEETING ON SATURDAY, 17 AUGUST AND AT THE BULLETIN BOARD IN THE CONFERENCE REGISTRATION AREA AT SECC. PLEASE SIGN-UP FOR THE WORKSHOP NO LATER THAN NOON ON WEDNESDAY, 21 AUGUST.

REGISTRATION WILL BE LIMITED TO THE FIRST 50 WHO SIGN

Driving Change in the Profession

09:00

Welcome and introduction by the Chair of the Section, Professor Susan Lazinger, The Hebrew University of Jerusalem and Professor Forbes Gibb, University of Strathclyde

09:15

Change in the UK:

Short presentations chaired by Professor Judith Elkin

09:20

The Quality Assurance Framework

The Quality Assurance Agency (QAA) and subject review:-
(will be supported by explanatory summaries)

1. The viewpoint of the assessor:
   Dr Judy Broady-Preston, University of Wales
2. The viewpoint of the assessed:
   Janet Harrison, Loughborough University

09:50

Discussion

10:00

Benchmarking:***(will be supported by explanatory summaries***

Marion Huckle, CILIP (Chartered Institute of Library and Information Professionals)

10:30

Coffee (Committee Room 1)

11:00

The Research Assessment Exercise 2001 ***(will be supported by explanatory summaries)***

Professor Judith Elkin, University of Central England and chair of RAE Assessment Panel for Library and Information Management - Chaired by Linda Ashcroft, Reader of Information Management, Liverpool John Moores University

11:15

Panel: Is UK RAE a valuable model for LIS in other countries?

- Professor Niels Ole Pors: Denmark
- Dr Ken Haycock: Canada
- Professor Joyce Kirk: Australia
- Ms Rosemary Gitachu: Kenya
- Dr Filiberto Felipe Martinez-Arellano: Mexico

12:00

Professional Associations: Professor Peter Enser, University of Brighton

The **future of LIS education in the UK** and issues emerging from the merger of the Library Association (LA) and Institute of Information Scientists (IIS) to form CILIP (Chartered Institute of Library and Information Professionals)

12:30

Open discussion

13:00

Lunch and informal opportunity to meet educators from around the world (Collins Gallery, Richmond Street)

14:00

Departure on your own to SECC to catch the buses to Edinburgh for the Edinburgh Festival activities. The fasted way to the SECC may be by train from the Central Station.

Latest Revision: *May 30, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 092-156-E
Division Number: VII
Professional Group: Education and Training - Workshop
Joint Meeting with: -
Meeting Number: 156
Simultaneous Interpretation: -

The Quality Assurance Agency (QAA) and subject review: the viewpoint of the assessor

Judith Broady-Preston
Department of Information and Library Studies
University of Wales,
Aberystwyth, UK
E-mail: jbp@aber.ac.uk

Abstract:

The programme of Subject Reviews commissioned by the Higher Education Funding Council for England (HEFCE), and organised by QAA in 2000/01, is reviewed in this paper. The Subject Review process, which sought to assess the quality of higher education in England and Northern Ireland in individual subject disciplines, is explained, and evaluated critically from the viewpoint of a subject reviewer. The pros and cons of the approach as a mechanism for ensuring quality are discussed, based on the experiences of the author. Finally, the extent to which such reviews are of long-term benefit is considered.

Introduction

From 1994 onwards there has been a comprehensive programme of external peer review, encompassing all major subject areas in all higher education institutions in England, completed in December 2001(QAA, 2002). QAA had responsibility for assessing the quality of higher education (HE) in England and Northern Ireland, under the terms of a contract with the Higher Education Funding Council for England (HEFCE) (QAA, 2000). Differing arrangements were made for Wales and Scotland, with partial amendment/adoption of the varying English models being employed at various times within this period, which are beyond the scope of this paper to review in detail.

However, the purpose of this paper, is to offer a critical evaluation of the Subject Review process, in relation to England and Northern Ireland, to December 2001, from the perspective of an assessor. Therefore, this is a personal assessment of the process, based on the author's experiences of subject review during 2000 and 2001, and does not represent the views of QAA.

Personal experience

Following successful completion of training in October 2000, the author participated in four reviews in the period until December 2001, in two subject areas, namely:

- Librarianship and Information Management (three reviews)
- Business and Management (one review)

The HE sector in England and Northern Ireland is diverse, and during the review period, HEFCE funded HE provision in over 140 institutions of HE and in 75 further education colleges (FE). The reviewer undertook reviews in a range of differing HE institutions, viz:

- Pre- 1992 university (Russell Group)
- Post-1992 university (two)
- HE provision by FE.

Subject Review Process

The methods and procedures for carrying out the subject reviews in England and Northern Ireland were set out in the Subject Review Handbook (QAA , 2000), popularly known as the 'reviewer's bible'. Briefly, the purposes of this process were to:

- ensure that the education provided by HE and supported by public funds was of an 'acceptable quality' (QAA, 2000)
- produce reports of the review process which would provide publicly available information on HE provision
- provide information and guidance to encourage improvements in education

The subject review process evaluated provision in relation to aims and objectives set by the provider, rather than in relation to any externally preset targets, benchmarks or standards. These were set out in a document, known as the Self-Assessment Document (SAD), which was a critical evaluation by the institution of its subject provision, in relation to its aims and objectives. Thus, comparisons between the varying subject providers, based on the outcome of this process, are difficult to achieve, as providers may have aims and objectives that differ significantly.

Subject provision by individual institutions was reviewed by examining the breadth of teaching and learning activities, which had an impact on the learning experience and achievements of students. Such activities were categorised into a set of six aspects of provision, namely:

- Curriculum design, content and organisation (CDCO)
- Teaching, learning and assessment (TLA)
- Student progression and achievement (SPA)
- Student support and guidance (SSG)
- Learning resources (LR)
- Quality management and enhancement (QME)

At the end of the review, each of these six aspects was graded on a four-point scale (1-4), in ascending order of merit, with an overall summative judgement made at the end of the review process. Each aspect had equal weight, and a final profile was constructed for each provider. Subject provision was deemed 'quality approved' if all aspects had grade 2 or higher. If providers achieved 3 or more Grade 2s in their profile, an improvement plan was requested by QAA; any provision which achieved one or more Grade 1s was recorded as 'quality not approved' and required to undertake a further review within a year.

None of the reviews undertaken by the author were either recorded as quality not approved, nor required to produce an improvement plan. However, there were one or two difficulties relating to the interpretation by institutions of these grades. A constant theme of QAA training, was that a grade 4 was not a 'perfect' score. Similarly, grades should not be added together to give an overall score for the provision. However, in practice, institutions appeared to view '4' as a perfect score. Such a view was misleading; in the Handbook it is stated:

> This aspect makes a full contribution to the attainment of the stated objectives.
> The aims set by the provider are met.(QAA, 2000, 47)

Thus, the award of a '4 'did not indicate little room for improvement, rather that the aims and objectives were met. In each instance of the award of a Grade 4, all the teams indicated areas where improvements might be made. Similarly, most institutions visited, appeared to sum the grades, and were seemingly pleased or displeased, according to the total. As future funding was reliant upon the total achieved, it is perhaps not surprising that institutions behaved in this way. However, it was an additional burden upon the teams, attempting to ignore this situation, whilst simultaneously, attempting to award a fair and accurate grade for each aspect.

Peer review

This was a peer review process, with the reviewers selected from academic and professional peers in the subject field. They were guided in their deliberations by a Chair, appointed by QAA, who normally had a background in a differing discipline to that of the subject under review. The role of the Chair was to lead the team, to co-ordinate and manage the review visit, and to ensure that visits were conducted within the guidelines set out by QAA. Normally, teams were led by one chair; where provision was exceptionally large or complex, two or more could be appointed. Librarianship and Information Management review teams all had a single Chair.

In my view, it was impossible to underestimate the role of the Chair in ensuring that the visit was completed successfully. The quality of their advice and guidance were of vital importance in achieving a fair result, based upon the evidence available. Similarly, their help in ensuring that teams made the most profitable use of their time, again, was fundamental to the success of the process.

The review method was a combination of internal and external review processes, namely the preparation by the provider of the SAD, together with a three-day visit by a review team. The numbers of reviewers in a team varied according to the extent of the provision, but normally there were no fewer than three.

Training

Reviewers were required to complete a training programme successfully. The training replicated a visit, including advance preparation, together with the meetings, documentary analysis, and report writing required on an actual visit. The responsibilities of the reviewers were set out in the Handbook (QAA 2000), with normally, a minimum of two, and a maximum of four review visits required.

The training had some useful features, notably training alongside academics from a variety of disciplines, not merely from the reviewer's own subject field. Thus, early in the process, the key requirement of being able to work with and understand people from a variety of differing backgrounds was reinforced. Review was essentially a team effort, and the training emphasised the importance of teamwork rather than individual effort. For some academics, the process of open and free sharing of information was a difficult one to grasp. However, unless such exchanges took place, the process of review was doomed to fail. Therefore, the training was an evaluative and judgemental process; one had to pass the training programme to be able to undertake subject review. As preparation for a visit, training gave an indication of the work involved. However, as with training and combat, the visits were more arduous than anticipated from the training experience!

Subject review visit

Before each visit, reviewers were sent the SAD, together with any other appropriate advance documentation such as external examiners' reports, and the reports of professional and statutory bodies (PSBs). Reviewers were contacted by the Review Chair, and assumed responsibility for co-ordinating and sharing evidence for one or more aspects. Each reviewer prepared a brief written commentary on their aspect/s which were then circulated for comment at the initial team meeting. Although required to focus on one or more aspects in detail, nonetheless, it was expected that all the team would familiarise themselves with all the evidence for every aspect.

Review visits were normally of three and a half days duration. The teams were located in a base room, which held all relevant documentation and facilities for the team. Daily meetings were held, where evidence was shared, queries raised and ideas tested. During the review visits, the team would examine course/institutional documentation and a sample of student work from all programmes of study, observe teaching, hold meetings with staff, employers, and students (both current and former), and would inspect physically, learning resources. Written summaries were prepared of all meetings, teaching observations, and the examination of student work; aspect reports were updated continually.

On the final day of the visit, reviewers would prepare their draft summaries and meet as a team to review the evidence and decide the grades for each aspect of provision. Once decisions had been made, the results would be delivered to the subject provider orally, in the final feedback meeting. The reviewers would then depart.

The process had certain similarities to those of a rigorous qualitative research process, namely documentary analysis, analysis and identification of themes in the data, with interpretations being checked and rechecked for validity against the data set. No interpretations were valid if they were based on data from a single source; data were therefore triangulated to ensure rigour and validity. Thus, the views and grades outlined in the report were firmly grounded in the data. At team meetings, for example, reviewers were required to cite the sources of their evidence in support of their assertions; any view that was not supported by reference to at least two differing evidence bases, was disallowed.

However, given the time allocated, and the quantity of evidence to be reviewed in situ, the reality was that very tired people were making crucial judgements and decisions that would have an impact upon institutions for some considerable period. In my experience, a typically full day of review would begin with a meeting at 8.30am of the team in the base room, with meetings, teaching observations, and so forth, taking place throughout the day; meetings being held over the lunch period on most days. The day might end officially at 8.30pm, although on one or two visits, days concluded at 10pm. The team would then retire to have dinner, and there would be at least two or more hours of work to complete, reviewing evidence and reading student work.

Report

Drafts of the various aspect reports were produced during the visit. Following the visit, the review Chair organised the final draft of the report, normally produced within one week of completion of the visit, which was then sent to QAA, and thereafter to the host institution for their comments. However, the subject provider could not query the report, except with regard to factual accuracy; institutions were not allowed to object to the report merely on the grounds of disagreement with the verdict. Once the draft was approved, the final report was then published by QAA and made publicly available, either in hard copy or via the website.

Reports had to be written in a certain style, known as 'QAAhili', with each section normally no longer than c. 300 words. Thus, the final report was, in a sense a highly summarised account of all the information collected, analysed and synthesised by the review team. It is regrettable that so much information of potential value to institutions was lost to them, due to this requirement for brevity. Arguably, a more useful approach may have been to produce a full report, together with a separate summary.

Conclusion

As a process, Subject Review had several drawbacks, not least of which was the cost to the participating institutions, and to HEFCE itself. Nonetheless, approached in the right spirit, it enabled a limited sharing of best practice, and compelled institutions to review their approach to the provision of a suitable learning environment for their students. It could be argued that this was an unnecessarily cumbersome process, and of questionable long-term benefit. Nonetheless, as a result of the lessons learnt from this exercise, the quality of HE provision at the individual subject level is deemed by Government to be of an acceptable standard - 'quality is approved'. Such a view is reinforced by the proposals for the future review of HE in England, Northern Ireland, and possibly Wales, which are based upon review at the Institutional, rather than the subject level – a 'lighter touch' process (QAA, 2002).

References

The Quality Assurance Agency for Higher Education (QAA) (2000) *Subject Review Handbook: September 2000 to December 2001*. QAA 005 1/2000. Gloucester: QAA.

The Quality Assurance Agency for Higher Education (QAA) (2002) *QAA External Review Process for Higher Education in England: operational description March 2002*. QAA 019 03/02. Online. Available: http://www.qaa.ac.uk/crntwork/newmethod/fod_textonly. Accessed: 11 June 2002.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 046-156-E
Division Number: VII
Professional Group: Education and Training - Workshop
Joint Meeting with: -
Meeting Number: 156
Simultaneous Interpretation: -

The UK Research Assessment Exercise 2001

Judith Elkin
Dean, Faculty of Computing, Information and English, University of Central England, Birmingham and Chair of the 2001 Panel for Library and Information Management
Birmingham, UK

Introduction

The Research Assessment Exercise (RAE) is conducted every four to five years by the Higher Education Funding Councils for England, Scotland, Wales and Northern Ireland (HEFCE, SHEFC, HEFCW and DENI). Its primary purpose is to: "produce ratings of research quality which will be used by the higher education funding bodies in determining the main grant for research in the institutions"[1] throughout the UK for the following four to five years. As such, they are critically important in terms of research funding. The final ratings for 2001 RAE were announced in December 2001, with funding to follow with effect from 2002-2003.

There are 69 Units of Assessment (UoAs), each with their own assessment panels. Below is a brief summary of the exercises to date, the policies adopted in 2001 and a brief discussion of the Library and Information Management Panel (Unit of Assessment 61).

Previous RAEs

The 1996 Research Assessment Exercise was the fourth aimed at providing the funding councils with the data necessary to fund research selectively. The first two in 1986 and 1989 respectively, were confined to the old university sector and were conducted by the University Grants Committee and the Universities Funding Council. The 1992 and 1996 exercises, conducted by the Higher Education Funding Council for England on behalf of all the UK funding bodies, incorporated the new universities (post 1991 universities) and colleges of higher education.

RAE 2001

The 2001 RAE followed broadly the same approach as in 1996: the information supplied by Higher Education Institutions (HEIs) provided the basis for peer review assessment of research quality by the specialist panels. The assessments were carried out on the basis of written submissions in a standard form, which included quantitative and descriptive elements. The definition of research was:

> Research for the purpose of the RAE is to be understood as original investigation undertaken in order to gain knowledge and understanding. It includes work of direct relevance to the needs of commerce and industry, as well as to the public and voluntary sectors; scholarship; the invention and generation of ideas, images, performances, and artefacts including design, where these lead to new or substantially improved insights; and the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products and processes, including design and construction. It excludes routine testing and analysis of materials, components and processes, e.g for the maintenance of national standards, as distinct from the development of new analytical techniques. It also excludes the development of teaching materials that do not embody original research.[2]

The guidance notes to panel chairs and members emphasised that:

> The assessment process is based on a peer review and is not mechanistic…Panels will use their professional judgement to form a view about the overall quality of activity described in each submission in the round, taking into account all the evidence presented…Panel members have been appointed from the list of nominations of experienced and well-regarded members of the research community, including users of research.[3]

The individual criteria for assessment and working methods for all panels was published in December 1999,[4] eighteen months before the submissions were due.

The rating scales are given at Appendix One.

The Library and Information Management Assessment Panel (Unit of Assessment 61)

The workings of the 1992 and 1996 panels and analysis of the Library and Information Management findings were reported in the *Journal of Librarianship and Information Science*.[5,6] The Library and Information Management Panel for 2001 contained four members of the 1996 panel and included a clearer emphasis on archive studies and information systems. The Panel's definition of the area it expected to be covered by the Unit of Assessment was:

> Information and library management: Information communities and contexts of information use; Archive administration and Records management; Information policy in the information society (including economic, social and technological impact students); Integrated information systems; Information systems, Systems thinking; Information retrieval (including interfaces and gateways); Preservation and conservation (including electronic archiving) and Information industry (including publishing).[7]

Specifying that this UoA:

a) Would encourage research that addresses information management within specific communities
b) Encourages studies of information issues from any disciplinary perspective

c) Is hospitable to information systems submissions
d) Is hospitable to submissions concerned with information management and use, including information technology applications.[8]

RAE submissions from individual institutions returned "research-active" staff, at 31 March 2001, each with up to four cited quality research publications (between 1994-December 2000), research income, number of research students, 1996-2000, with an accompanying narrative spelling out evidence of the research culture, esteem indicators etc. Evaluation of submissions was based on the quality of research as evidenced in the publications, with the following measures being taken into consideration:

a) Extent of postgraduate research activity, as indicated by the number of research students and research studentships and completion rates.
b) Evidence of esteem by external funders, for example research income.
c) Evidence of vitality of the department and prospects for continuing development.

The five principal modes of publication to which the panel attached most importance were:

1. Research monographs
2. Articles in scholarly journals
3. Refereed conference papers
4. Published research reports (giving less weight to in-house publications)
5. Chapters in books
6. Practice based research.

The panel read widely from the full range of works cited, with the greatest weight attached to articles published in scholarly journals with a rigorous editorial and refereeing standard for [illegible] works cited, but giving equal weighting to electronic or other media. The panel looked for evidence of a research culture and the impact of research on practice and the research culture of the unit on the discipline.

Library and Information Management: outcomes from 2001

The results for all the Units of Assessment for all universities was published in December 2001 [9] but the funding formula not announced until March 2002, amidst considerable concern about under funding of the whole exercise and its likely future.

There had been a genuine improvement in the library and information sector, not just upward drift or grade inflation, although a few submissions achieved a lower grading compared with 1996. The new universities fared better than in 1996, with an overall better performance. There was commendable evidence that universities, as a whole, were beginning to give greater priority to research and infrastructural support.

The descriptor for the Unit of Assessment proved a workable description and the Panel welcomed the broad-based range of submissions. Overall, there had been a significant shift in the balance, with less traditional library and information research and more information systems research. This was matched by a significant increase in integration of information science, information systems and information retrieval within submissions. This, the panel believed, demonstrated a new confidence in the sector in this being the appropriate panel to judge information systems research. There was less than expected archive research returned. The Panel anticipated that this will be a growing area of research particularly in the fields of archive management, as well as history of archives. The Panel took careful account of the range of disciplines returning and the different environments within which the disciplines operate but were able to treat all submission in the same way.

As spelt out in the published criteria and working methods, individual submissions were treated as a whole, with the Panel seeking evidence of a research culture as an important part of the research strategy. Most of the research cultures and strategies showed considerable improvement since 1996, with much more robust narratives and research plans. A number of departments had clearly followed the criteria and produced pleasingly high quality narratives, demonstrating a coherent and well articulated strategy. Sadly, however, some submissions seemed to have both ignored the criteria and/or lost direction, with the strategies being almost non-existent. Where a robust research culture and research investment was clearly demonstrated, this affected the final rating.

A number of submissions were brought down by their lack of overall focus and a long tail of subnational work. Other Panels, particularly those where the overall grades had improved markedly, noted "the intelligent return" of researchers, with little if any subnational work. This was not the case in UOA61 where, although there was considerable improvement since 1996, in many submissions there remained a long tail of staff whose research output appeared to have little or no research content. The discipline still appears to lack the maturity and confidence, compared with other more traditional disciplines, to lose this "tail". There also remains a tendency to return quantity rather than quality. The Panel welcomed the greater selectivity shown in 2001 but would urge departments to much greater selectivity, particularly at the individual researcher level, and more focused returns in any future RAE.

In a few cases, there was a lack of clear research strategy and forward plans and a rather apologetic approach to research activity, with research plans lacking originality and dynamism. The narrative in some cases appeared to have little match with research outputs cited, leading to further concern about the coherence of the whole return and strategy. The lack of strategic direction, particularly where key personnel had retired or moved on and there was no evidence of new research talent being nurtured, led to lower research ratings. Even in a couple of the higher rated submissions, there was a worrying complacency and some concern for the future viability of high quality research.

There has been an interesting increase in active and focussed research groupings, effectively integrated within departments as part of the research culture. The numbers of new researchers returned in many of the submissions is to be commended and gives some confidence to the sector in terms of the new talents coming through, bringing new skills and experiences and an overall cultural shift.

3. National/International excellence

International excellence was seen as the gold standard as assessed by individual panels, with regard to the best work being carried out anywhere in the world. In assessing whether work was of international or national excellence, the Panel exercised its professional judgement to evaluate the quality of the work. It took account of the extent to which the work advanced the subject, and increased understanding and knowledge. Consideration was given to the originality, impact, range, accuracy and clarity of the work. Originality was taken to include the use of new sources of data or significant re-interpretation. Work deemed to be of international excellence was outstanding in terms of almost all these qualities. Sadly, a number of submissions claiming to be of international standard had very limited research outputs deemed to be of international excellence, although demonstrating good, solid work at national level. At international level, there was no shortage of international conference proceedings returned but the overall quality was disappointingly low and many showed little evidence of research.

REFERENCES

1. RAE 2/99: *Research Assessment Exercise 2001: guidance on submissions.* HEFCE, SHEFC, HEFCW, DENI, May 1999, p. 2.
2. RAE 1/98: *Research Assessment Exercise 2001: key decisions and issues for further consideration.* HEFCE, SHEFC, HEFCW, DENI, July 1998, p. 40.
3. Research Assessment Exercise 2001: *Guidance to panel chairs and members: criteria and working methods*, 1999. (Unpublished).
4. RAE 5/99: Research Assessment Exercise 2001: *Assessment panels' criteria and working methods.* HEFCE, SHEFC, HEFCW, DENI, December 1999.
5. Elkin, J. and Law, D. Research Assessment Exercise 1992; Library and Information Management and Communications and Media Studies Panel. *Journal of Librarianship and Information Science,* 26, (3), September 1994.
6. Elkin, J. and Law, D. The 1996 Research Assessment Exercise: the Library and Information Management Panel. *Journal of Librarianship and Information Science*, 29, (3), September 1997, pp. 131-140.
7. RAE 4/99. Op. Cit, p. 231.
8. RAE 4/99. Ibid, p. 231.
9. RAE 4/01:2001 Research Assessment Exercise: the outcome. HEFCE, SHEFC, HEFCW, DENI, December 2001.
10. Heavy hitters winded by huge budget cuts. The Times Higher, March 8 2002, pp 4 – 6.
11. RAE2/99: Research Assessment Exercise 2001: guidance on submissions. HEFCE SHEFC. HEFCEW, DENI, May 1999, p8.

APPENDIX ONE

RAE2001: The Rating Scale and description [10]

5* - Quality that equates to attainable levels of international excellence in more than half of the research activity submitted and attainable levels of national excellence in the remainder.

5 – Quality that equates to attainable levels of international excellence in up to half of the research activity submitted and to attainable levels of national excellence in virtually all of the remainder.

4 – Quality that equates to attainable levels of national excellence in virtually all of the research activity submitted, showing some evidence of national excellence.

3a – Quality that equates to attainable levels of national excellence in over two thirds of the research activity submitted.

3b – Quality that equates to attainable levels of national excellence in more than half of the research activity submitted.

2 – Quality that equates to attainable levels of national excellence in up to half of the research activity submitted.

1 – Quality that equates to attainable levels of national excellence in none, or virtually none, of the research activity submitted.

BEST COPY AVAILABLE

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 094-156-E
Division Number: VII
Professional Group: Education and Training - Workshop
Joint Meeting with: -
Meeting Number: 156
Simultaneous Interpretation: -

The role of professional body accreditation in Library & Information Science education in the UK

Peter Enser
University of Brighton
Brighton, UK

Abstract:

This paper first describes the accreditation instrument currently used by the Chartered Institute of Information Professionals (CILIP), then considers some aspects of the future relationship between this professional body and Library & Information Science (LIS) education and training in the UK. A convergence of interests between CILIP and the Quality Assurance Agency for Higher Education is discussed, notably with reference to subject benchmarking and the need to expand the traditional boundaries of LIS in order to encompass the interests of the archives, records management and museum communities. The paper also considers the impact on the information profession of certain aspects of Government policy in Higher Education, including lifelong learning and the expansion in CPD. The paper concludes with reference to a scoping exercise to be undertaken by CILIP in order to redefine professional territory and establish a new accreditation instrument.

Introduction

Within the broad spectrum of academic subjects the delivery of those with a strong vocational orientation is often subject to some degree of oversight by a professional body. Library and information Science (LIS) is one such subject, although the professional accreditation of courses in this discipline has been limited to the UK, USA and Australia (Enser & Wood, 1999).

In the UK, two professional bodies - the Library Association (LA) and the Institute of Information Scientists (IIS) - separately equipped themselves with accreditation instruments designed to assist in the recruitment of quality-assured graduates into their registers of members. These instruments provided a conceptual map of the subject discipline against which the content of each submitted course could be compared. They also offered a framework for assessing aspects of course delivery and management. University teaching departments in LIS have generally been keen to submit themselves to such external scrutiny, because accredited status contributes to the marketability of a course and its graduates. An historical review of LIS professional education in the UK may be found in (Wood, 1997).

Recognising their common purpose in terms of course accreditation, the LA and IIS cooperated ever more closely in this aspect of their affairs, finally merging their accreditation operations under the umbrella of a Joint Accreditation Administration (JAA) in 1999. With the merger of the two parent bodies in the formation of the Chartered Institute of Information Professionals (CILIP) in 2002 the JAA has become the Accreditation Board of CILIP, reporting to the Professional Development Committee. The terms of reference of the Accreditation Board are:

- To manage all matters relating to applications for approval of courses for the purpose of admission to the Register
- To apply the *Procedures for the Accreditation of Courses* as approved by Council
- To assess courses submitted for approval and make decisions on their acceptability
- To conduct such enquiry as may be necessary to determine the suitability of overseas qualifications for approval
- To advise the Professional Development Committee on any matters relating to the approval of courses including the regulations governing their acceptability.

CILIP accreditation – current practice

CILIP has inherited an accreditation instrument which enables peer reviewers to assess a course in terms of current and developing practice in LIS, and the fostering of appropriate knowledge and skills for entry into the information profession. This instrument incorporates a Course Accreditation Checklist which draws heavily on the former IIS Criteria for Information Science. These criteria identify five subject divisions, the scope of which is defined in Figure 1 below.

A. Information Generation, Communication & Utilisation

The processes and techniques whereby information resources are created, analysed, evaluated, moderated and manipulated in order to meet the requirements of defined user populations

B. Information Management and Organisational Context

The application of techniques for planning, implementing, evaluating, analysing and developing library and information products and services within the context of the organisation's culture, aims and objectives. The impact of information systems on the structures and procedures of organisations.

C. Information Systems & Information & Communication Technologies

The availability and functionality of manual and electronic information systems and information and communications technologies insofar as they apply to the principles and practices of information management. The application of techniques to identify, analyse, specify, implement and evaluate appropriate systems.

D. Information Environment & Policy

The dynamics of information flow in society, in (and between) nations, governments and the information and media industries

E. Management and Transferable Skills

Principles and techniques associated with business and institutional management, together with transferable skills of literacy and numeracy

Fig. 1. Extract from the Criteria for Assessment of Courses Accreditation Checklist (The Library Association, 1999)

Although not prescriptive of course content, CILIP does hold to the view that all students should receive instruction in research methods, and must demonstrate their ability to use these methods through the successful completion of a substantial piece of individual work in the form of a project or dissertation. CILIP has also inherited from the LA and IIS a requirement that all students have appropriate practical experience, either as a pre-requisite for admission or as an integrated component of the course in the form of a placement.

In addition to course content, professional accreditation is concerned with the context in which a course is offered. Attention is given to the focus of the host department and the expertise, experience and professional engagement of the staff is evaluated. Visiting panel members converse with a small sample of students and assess the calibre of student cohorts as evidenced by output measurements and graduate employment data. Panel members also seek evidence of institutional support, and expect to meet senior representatives of the university from whom assurances are sought regarding a continuing commitment to the subject discipline, and to the allocation of human and physical resources sufficient to deliver the course in future.

CILIP accreditation – considerations for future practice

In recent years the twin functions of conceptual mapping of the LIS discipline and assessment of quality-assured course delivery have brought the JAA, and now CILIP onto a convergent path with the UK Quality Assurance Agency for Higher Education (QAA). The JAA responded to the QAA consultation on National Qualifications Frameworks, supporting the QAA's intention that these frameworks should "enable professional bodies to gauge their contribution to professional formation" (Quality Assurance Agency for Higher Education, 1999).

In a consultative document on quality assurance in Higher Education published by the Higher Education Funding Council for England (HEFCE) the possibility was raised of accreditation visit reports being made available for QAA review, and shared visits to institutions conducted by QAA and professional body panels (Higher Education Funding Council for England, 2001). The JAA broadly supported the proposals contained in the consultative document, whilst drawing back from shared visits since the procedures involved in external subject review were so unlike those of the JAA. The 'lighter touch' by which QAA inspection may be characterised in future might bring the possibility of collaboration with QAA onto CILIP's agenda, however.

Meanwhile, the QAA has published *subject benchmarks* in a wide range of subjects. Their function is to act as reference points which help define the nature of awards in the subject. Members of expert groups charged with subject benchmarking were asked to envisage "a map of the territory – the subject territory - bounded by a set of co-ordinates. Within the boundaries defined by the benchmarking exercise, any awards which carry the subject in their title or are included in the programme leading to the award can be legitimately located." (Quality Assurance Agency for Higher Education, 2000)

The QAA emphasised that subject benchmarking is not tantamount to the creation of a national curriculum: "rather it is an exercise to provide the means of acknowledging differences and diversity of programmes within agreed limits set by the subject community itself." (*ibid.*)

Benchmarking groups were also asked to specify the graduate attributes, professional capabilities and minimum expectations of performance of an award holder in their subject disciplines. The core elements of the benchmark for Librarianship and Information Management are reproduced in Figure 2 below. It is interesting to note the recognition given by QAA to the term 'information management', a subject descriptor which has steadily gained in favour in the UK during the last twenty years. The marketing advantage of this term has come to be appreciated in countries with a more traditional approach to LIS education, furthermore (Chu, 2001).

----

1. The processes and techniques whereby information is created, captured, analysed, evaluated, moderated and managed in a variety of media and formats in the service of defined user populations.
2. The application of techniques for planning, implementing, evaluating, analysing and developing library, archive and information products, services and systems within the context of organisational culture, objectives and client base, professional statutory and ethical frameworks, and national and international legislation and regulations.
3. The broad concepts and theories of information systems and information and communication technologies insofar as they apply to the principles and practices of information management.
4. The dynamics of information flow in society, in and between nations, governments, organisations and individuals.

Figure 2. Core elements of the discipline of Librarianship and Information Management (from Quality Assurance Agency for Higher Education, 2000)

Universities in the UK have now entered a regime of regular assessment by the QAA. To this end, the subject benchmarks are prescriptive of the learning outcomes expected at different levels of study, and most aspects of course delivery and management are the subject of systematic reporting and evaluation.

It seems clear that adherence to QAA's evaluative framework will become – indeed, may already have become – the primary driver in curriculum management in the UK. The QAA, when assessing a university's delivery of the Librarianship & Information Management discipline, has different objectives from those of CILIP when the latter conducts an accreditation visit in the same discipline. In practice, a university's preparation for assessment by either body will tend to converge to a common set of documentation. In such a scenario is there a continuing need for CILIP to employ a distinct accreditation instrument?

The relationship between CILIP and the QAA in the context of curriculum development will be an issue which CILIP's Accreditation Board and Professional Development Committee will wish to address early in the life of the new chartered institute. We will need to bring to our deliberations an awareness of the Bologna Declaration: signed in 1999 by the Education Ministers of 29 European countries – including the UK - it includes among its objectives the adoption of a pan-European system of comparable, credit-based degrees and the promotion of European co-operation in quality assurance. (The text of the Declaration is available at: http://www.ntb.ch/SEFI/bolognadec.html).

The university community with which the LA and IIS engaged for accreditation purposes was restricted to those departments of LIS (latterly seventeen) which operate in consort as the British Association for Information and Library Education and Research (BAILER). The BAILER community cannot claim sole rights of passage across the conceptual landscape identified in the QAA benchmark for Library & Information Management, however. The CILIP Accreditation Board anticipates taking a more proactive stance in the evolution of relationships with a wider community of education and training providers within the information profession.

In this context it is interesting to note the remit of the Information Services National Training Organisation, which is cast in terms of education, training and skills provision, not just for library & information services, but also for archives and records management. The creation of Re:source, the Council for Museums, Archives and Libraries, provides further evidence of broadening, cross-sectoral perceptions of the information profession.

The view has been expressed elsewhere that, because there is now such a heavy emphasis on computer-based and Web-enabled information *delivery*, the LIS community is fighting against a misapprehension that the generation, organisation and presentation of information *content* must be the special preserve of those educated in computer studies and trained in applications development. If the response of LIS educators is to continue to focus almost exclusively on libraries and text-based resources we risk finding ourselves increasingly out of touch with, and sidelined from, the management of our digitally integrated knowledge resources and recorded collective memory. (Enser, 2001).

To these considerations must be added some dynamics of higher education in the UK which challenge professional bodies like CILIP in their course accreditation role. One of the longest standing such challenges is the widespread adoption of modularised and unitised programmes of study. In some cases the title of the final award, e.g., BSc Information & Library Management or BA Information Studies, acts as an umbrella term for a variety of subject pathways by which a student might navigate towards graduate status. At issue here is the tension between enhanced student choice and flexible attendance modes, on the one hand and, on the other hand, the systematic accumulation of a coherent body of knowledge. Accreditation panels are understandably suspicious of professionally oriented, modular courses of the 'pic n' mix' variety!

Lifelong learning has become a significant plank in educational and social policy in the UK, and one which resonates with the information profession, on whose shoulders rests a professional responsibility to support such a policy by providing effective access to learning resources. The nature of that responsibility has been articulated by a task group which was set up to advise the Secretaries of State for Culture, Media & Sport, and for Education & Employment, on the ways in which co-operation between the education and public library sectors can be stimulated and improved to support lifelong learning within a 'learner-empowered environment'. (Library & Information Commission, 2000) Among the task group's recommendations is one which calls for the Departments for Culture, Media & Sport, and for Education & Employment, to collaborate in the training of teachers to guide people towards appropriate information resources, and in the training of librarians to advise people on available learning resources.

The dynamism endowed on the information profession by rapid advances in information and communication technologies demands that the information professional engages in lifelong learning in order regularly to refresh his/her knowledge and skills, furthermore. In the words of a recent LA report: "The library and information 'profession' itself now encompasses a much wider set of skills and perspectives that need to be understood and incorporated into the picture of a knowledge driven economy, in which librarians and information specialists are themselves lifelong learners." (The Library Association, 2001)

The issue of 're-licensing' is on the CILIP agenda, therefore. Continuing Professional Education (CPE) will assume a higher profile, and the interesting question for CILIP, and the information profession at large, is whether the broad sweep of CPE activity across both public and private sector organisations, including the Information Services National Training Organisation, should be subject to accreditation.

Conclusion

One is left with the prospect of a greatly expanded scale of professional education and training activity in LIS. Government policy regarding widening participation in Higher Education may be expected to add its own contribution, whilst the intention to operationalise that policy with the assistance of e-universities and foundation degrees has both procedural and policy implications for CILIP in its accreditation role.

The issues raised in this paper are among those with which CILIP's Accreditation Board and Professional Development Committee will be engaging during the transitional period which marks the first two years of the new chartered institute's existence. Prominent among the concerns of CILIP, and the Accreditation Board in particular, will be a scoping exercise to redefine professional territory and establish a new accreditation instrument. CILIP looks forward to working with the Higher Education and professional training and practitioner constituencies in the pursuit of that exercise.

References

Chu, Jingli, (2001) The renaming of library schools in China and the effects. *New Library World* 102 (1166/1167), pp.274-277.

Enser, Peter & Wood, Kate, (1999) New approaches to the professional accreditation of library and information science education. In: Klasson, M. *et al.* (eds.)*New fields for research in the 21st century: Proceedings of the 3rd British-Nordic Conference on Library and Information Studies, 12-14 April 1999, Boras, Sweden.* Boras: The Swedish School of Library and Information Studies, University College of Boras, pp.19-26.

Enser, Peter, (2001) On continuity, culture, competition – cooperation and convergence, too. *New Library World* 102 (1170/1171), pp.423-428.

Higher Education Funding Council for England, (2001) *Quality assurance in Higher education: Proposals for Consultation; Consultation 01/45*
Available at: http://www.hefce.ac.uk/Pubs/hefce/2001/01_45.htm

Higher Education Quality Assurance Agency, (1999) *A consultative paper on Higher Education Qualifications Frameworks for England, Wales and Northern Ireland (EWNI), and for Scotland*
Available at: http://www.qaa.ac.uk/crntwork/nqf/consultation/contents.htm

Higher Education Quality Assurance Agency, (2000) *Benchmarking Academic Standards: Librarianship and Information Management.*
Available at: http://www.qaa.ac.uk/crntwork/benchmark/librarianship.pdf

Library and Information Commission, (2000) *Empowering the learning community: Report of the Education and Libraries Task Group to the Secretaries of State for Culture, Media & Sport and for Education & Employment.* London: Library and Information Commission.

Library Association, The, (2001) *Devolution and Regionalism in the UK. Report of the Library Association Policy Advisory Group.* London: The Library Association.

Library Association, The/Institute of Information Scientists, (1999) *Joint Accreditation Instrument: Procedures for the Accreditation of Courses.* Available at: http://www.la-hq.org.uk/directory/careers/jai.pdf

Wood, K. Professional education: historical review. In: Elkin, J. & Wilson, T.(eds.) *The education of library and information professionals in the United Kingdom.* London: Mansell, 1997

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 102-157-E
Division Number: V
Professional Group: Government Information and Official Publications - Workshop
Joint Meeting with: -
Meeting Number: 157
Simultaneous Interpretation: -

GIS and Data Sharing in Libraries: Considerations for Digital Libraries

Nancy C. Hyland
Albert R. Mann Library, Cornell University
Ithaca, USA

Introduction

The Cornell University Geospatial Information Repository (CUGIR) is a Web-based repository providing searching, browsing and download access to geospatial data and metadata for New York State. Subjects such as landforms and topography, soils, hydrology, environmental hazards, agricultural activities, and wildlife and natural resource management are appropriate for inclusion in CUGIR. Most data in CUGIR come from government sources.

Cornell University's Mann Library has provided support for Geographic Information Systems since 1994. Demand for government GIS data increased exponentially and it was often difficult for users and librarians to obtain the data. CUGIR was created to fill that need. Since its start in the fall of 1998 at Mann, more than 100,000 geographic datasets have been downloaded. The CUGIR team continues to work with government agencies to provide data to researchers, planners and other government agencies.

What is GIS?

Geographic Information Systems (GIS) consist of hardware, software, and data that can be combined to create a relational database to be used for the retrieval and analysis of any information with a spatial component. Although GIS is sometimes thought of simply as a map-making tool, it is the capacity of a GIS to store and link to information behind a point on a map that makes it so powerful. Many emergency response systems, for example, employ a GIS. When a call is made to the emergency system, a dispatcher, simply by knowing the number from which the call was placed, knows the location of the caller, the fastest travel route to get there, whether any hazardous materials are within a two-block radius of the location, and which emergency workers are closest to the scene. Data can be used from many different sources and organizations in these systems.

A GIS can also assist in the analysis and understanding of demographic, environmental and agricultural issues. Many government agencies make planning and environmental decisions based upon analyses that include the use of geographic information systems. One might, for example, relate information about the water run-off from agricultural areas near wetlands boundaries in order to tell which areas need stricter pesticide regulations. Governing bodies often encourage citizens to get involved through participation in town hearings and meetings with GIS analysts. These analysts create maps using GIS based upon the variables unique to the particular planning decision. Maps provide a powerful way for users to understand complex sets of data quickly.

Data are created by taking measurements on the ground with a global positioning system survey, by remote sensing using aerial photography or satellite images, and by digitizing existing maps. Once digital base-maps are created, they can then be linked with any numeric or attribute data that has a spatial component. These digital base maps are costly and time-consuming to produce. Not surprisingly countries with more highly developed infrastructures have more highly developed GIS infrastructures and have, therefore, produced more data. However, core datasets, such as digital elevation models, hydrography, and topographic data, exist for nearly the entire world. Without data, a GIS is of no use at all. Data are becoming more widely available but can still be difficult for end-users to locate.

Because of the nature of GIS data, governments have not distributed the data as widely as other paper and text government documents. New distribution models have had to evolve. The United States Federal Geographic Spatial Data Committee (FGDC) has advocated for better distribution of GIS data within the United States and internationally with its National Spatial Data Infrastructure (NSDI). It is a series of data-sharing nodes linked together with a common metadata standard and search interface.[1] The NSDI now consists of over 250 national and international digital nodes. By setting data and metadata standards in the NSDI, the FGDC has made significant contributions towards the globalization of GIS data sharing. Since libraries are already committed to preserving, organizing and providing access to information, they are ideal places for such nodes to reside.

GIS in Libraries

If a library is considering adding GIS support to its services, the first consideration should be the level of staff commitment it can make. There are three general possible modes of GIS services: "bare-bones" GIS services, a physical GIS collection, and the digital library (or clearinghouse node). The following recommendations are based upon Mann Library's eight years of GIS service and support.

The first requires only the time commitment of a public services librarian who can help patrons navigate various data nodes and has a familiarity with free GIS software resources, such as ESRI's ArcExplorer that is available at http://www.esri.com. Any public services librarian with an interest and aptitude should be able to provide a minimum-level GIS service after about twenty hours of work in either a hands-on workshop or through a self-paced tutorial, as well as through learning the types of data available at such sites as:

The GIS Data Depot http://www.gisdatadepot.com/
http://www.gisnet.com/notebook/GIS_Resources.htm

---

[1] National Research Council (1994). Promoting the National Spatial Data Infrastructure Through Partnerships. Washington, D. C., National Academy Press.

US based data http://www.cast.uark.edu/local/hunt/index.html
http://www.fgdc.gov/nsdi/nsdi.html
http://www.gsdi.org/main2.html
http://www.spatial.maine.edu/~onsrud/GSDI.htm
http://www.gisdevelopment.net/tutorials/
http://www.csc.noaa.gov/products/sccoasts/html/gistut.htm

At this minimum level, it is not possible to guide patrons through the entire process of creating a fully-integrated GIS. Rather, the library would serve simply as an intermediary helping the user to find the data and providing only the most basic of support for web-based mapping systems.

Supporting a physical GIS collection requires more monetary and staff resources. In addition to the hardware and software costs, considerable staff time needs to be allotted to cataloging compact disks, and providing public service support and software training, as well as the purchasing of the data disks themselves. A number of articles have appeared in the library literature with information on creating GIS services at this level. I encourage those who are interested in starting a physical GIS data collection to read Dean Jue's "Implementing GIS in the Public Library Arena"[2] and Jurg Buhler's "Digital Maps in Map Collections."[3]

At Mann Library, most of our GIS efforts focus on the third type of library GIS service: a remotely accessible digital collection, or a geolibrary. Providing access to GIS data in a digital library requires staff participation from across the library's functional departments. CUGIR has been an NSDI node since 1998. At Mann, librarians from technical services, collection development, information technology and public services all participate in this endeavor. The technical services librarian supports metadata services within CUGIR. There are a number of metadata used in a GIS service. At present, data are described with FGDC metadata standards. In the summer of 2002, the FGDC standard will merge with the International Organisation for Standardisation (ISO). CUGIR is in the process of converting our current FGDC metadata to ISO. Our metadata is also converted into xml, sgml, html, DublinCore and MARC to allow for the broadest possible access to the data.[4] In addition another type of metadata has emerged called "service metadata." They describe the capabilities of experimental web-mapping servers that will be able to share data seamlessly. Our information technology team member supports the server on which CUGIR is housed, is designing a new relational database for better access, and provides all programming needed for the web and Z39.50 interface. Collection development assists in refining the preservation and collection policies. Finally, the public services librarian is responsible for end-user support and is the primary contact and negotiator with data partners.

Data Partners and Negotiation

We started CUGIR in partnerships with the New York State Department of Environmental Conservation (NYSDEC) and the Soil Information Systems Laboratory (SISL). Most of the data available at CUGIR are either directly from or derived from government sources. Other local government data have also been added in partnership with local planning offices. We have found these partnerships to be very rewarding, however, there are a number of issues that ought to be negotiated from the beginning in forging partnerships with government agencies.

---

[2] Jue, D. K. (1996). Implementing GIS in the Public Library Arena. 1995 Clinic on Library applications of Data Processing, Urbana, IL, University of Illinois.

[3] Buhler, J. (1999). "Digital Maps in Map Collections - Presenting New Electronic Media." LIBER Quarterly, the journal of the European research libraries 9(2): 228-234.

[4] Chandler, A. and E. Westbrooks (2002). "Distributing Non-MARC Metadata: The CUGIR Metadata Sharing Project." Library Collections, Acquisitions & Technical Services Forthcoming.

What's in it for you; what's in it for them?

As with any negotiation, it helps to spell out the benefits each party would receive from the partnership. In a sense, CUGIR functions as a remote intranet for the offices. The GIS data are very large and can consist of hundreds of different files. Some employees within the agencies reported that they previously had to keep data on their hard drives or contact a colleague in another building who happened to have the data on CD. Since the data became available on CUGIR, access to their own data is simpler and faster. Furthermore, most government offices who produce GIS data spend a significant amount of time creating and enhancing the data. They are ill equipped or simply do not have the time to respond to public requests to provide the data on CD. Allowing the library to provide access eliminates the need for end-user support related to access.

The nature of GIS data makes it difficult and sometimes impossible to use without adequate metadata. Many GIS professionals find metadata creation to be an onerous task. It not only helps tremendously for the general public who might want to use the data, but may also be the only documentation a worker leaves. Job turnover can translate into a fair amount of duplicated work if metadata are incomplete. Catalogers, on the other hand, are quite adept at describing work and data and take quite easily to the FGDC and other metadata standards. Unlike a traditional catalog record, metadata cannot be created without the input of the data creator. Staff at CUGIR work closely with our data partners and provide training and advice on the creation of metadata. We are also the final metadata editors and ensure compliance with current metadata standards. Our partnerships with government agencies help keep us aware of trends within the GIS community so we are better able to serve our patrons.

Preservation, Versions and Updates

Another issue to consider in negotiations for data is preservation. There was great hope at the advent of digital and online information that preservation worries would be relieved. Once an item is digitized, it is easy to reproduce, and, therefore, there would be less worry about losing a document. Indeed many preservation efforts in the past decade have involved converting documents or other items in analog format into digital. The lifespan of digital documents, however, is far shorter than any counterparts, in part because of media degradation. There is almost a direct inverse correlation between how long it takes to produce a document and the life expectancy of the medium on which is it stored.[5] A clear plan should be made to handle older and outdated versions of the data and needs to be negotiated with the data partners.

Many data are constantly being updated and corrected, which has implications for preservation. When data are updated, it is important to ascertain whether they are an update or a new version. If the data are simply an update, it may only be a correction of previous mistakes. In this case, it may make the most sense simply to destroy the earlier data. Indeed, data producers often want any previous data in a series to be destroyed immediately. One may argue, however, that if a project is underway or completed, it may be important to get the imperfect data as they are the data of record for a particular time period.

In some cases data are updated because the agency has decided to employ a new projection, coordinate system or datum. These are key geographical concepts employed in GIS. Put simplistically, they are

---

[5] Conway, P. (1996). "Preservation in the Digital World." Commission on Preservation & Access, Council on Library and Information Resources: 24pp.

BEST COPY AVAILABLE

different mathematical models that allow the three dimensions of the earth to appear in two dimensions on screen or on paper. For further explanation see "Datums And Projections: A Brief Guide" at http://biology.usgs.gov/geotech/documents/datum.html.[6] If an end-user is overlaying data from different sources, the three models must match. If, for example, a soil coverage is overlayed with a hydrography coverage and they are in different datums, the soil in the stream bed may appear to be thirty meters from the stream itself.

Once an organization decides to change one of the three models and updates accordingly or has made corrections, they may want previous data destroyed. This may be for legal liability reasons, but we have also discovered that it is often the case that the organizations do not want the end-user to confuse older and current data. If two datasets exist in the digital library with the same name, this can easily happen. Although information about the dates and versions is listed in the metadata, they distrust that users will read it, perhaps justifiably so. In our case, we are creating an archival area. The user will not be able to download the data without being notified of the data's currency. Because we can create an archive, some organizations are willing to allow us to continue access to older data.

It is possible to transfer the older data from one medium to another without making them accessible online. This strategy can work well but needs to be done carefully. If, for example, I were to copy some of the outdated CUGIR data onto CDs, I would not only need to document very carefully what the data are and include all pertinent metadata, but I would also need to record how the data was transferred onto the CD, such as the hardware and software used in the process of copying the data. It would also be necessary to have a detailed plan on when to refresh the data again. Simply putting the CDs in a box and then forgetting about them will mean that the data will eventually be lost. If it is understood by the institution that the data are to be refreshed again in a specified number of years with explicit details recorded, the data are less likely to be lost. Keeping data accessible and online makes data less likely to be forgotten.

Data Access and Ownership

In addition to issues of preservation, several key questions should be spelled out with data partners regarding access and ownership:

1. **Who owns the data and what does it cost?**
   Once the data is available at the geolibrary, does the clearinghouse own the data or does the government agency? This should be determined even if the data is free to the library. Unforeseen events can make question of ownership crucial to continued access.
2. **How may the data be used?**
   As a general policy all data at CUGIR may be used in any application and may be used in a commercial product. This is spelled out in the metadata and does not have to be applied to an entire clearinghouse. If data is made with use restrictions, we have no technological limitations to doing so, and we can make such decisions on a case-by-case basis.
3. **Who may download the data?**
   Many geospatial clearinghouses have mechanisms in place to restrict who may access some or all of their data. At CUGIR, there are no purposeful restrictions on downloaded data. Some government agencies decided not to add their data to CUGIR because of this. This should be made clear at the beginning of the negotiation.

At CUGIR we deliberately wanted all data to be accessible without restrictions. We were, therefore, not able to add some specific geospatial data to CUGIR, but it did allow us to provide a fast and easy-to-use interface. It seemed to us that CUGIR was providing access to data that had no significant risk and wide distribution of the data was for the public good. In February of 2002, the New York State Office of Public Security requested that CUGIR shut down completely until a review of the data was conducted assessing any risk to national security. Any reference to bridges or airports could be considered a threat. CUGIR conducted a risk assessment of the data available and kept the clearinghouse open despite the request.[7] We did inform our data partners of our decision and one partner did request that we remove their data until they could conduct their own risk assessment and we complied with this request.

---

[6] Brown, K. (1999). "Datums And Projections: A Brief Guide." USGS Center for Biological Informatics. 2002.

Risk Assessment

We did comply with part of the request issued to us in February and reviewed all data available at CUGIR. Two members of the Mann Library staff conducted a risk assessment of all CUGIR data. They formulated two main criteria for the assessment: risk level and availability. For risk level, they looked at each dataset thinking of any possible use criminals and terrorists could possibly do with the information. The second criterion dealt with the availability of the same data from other sources. It was determined that distribution was an important factor because even if one might consider the location of an airport to be a significant security risk, if that information is available in thousands of other places, it cannot be classified as a security risk in a practical way. In the rankings, data were given rankings of 1 through 5, with a 1 being the lowest level of risk and 5 indicating the highest.[8] The analysis showed that our only data that posed any kind of risk are widely distributed in other formats. The method for our analysis was based on preservation risk assessments that Mann Library has conducted on numeric data that we provide in cooperation with the United States Department of Agriculture.[9] Our review was shared with the agency that had removed all of their data. At the time of this writing, nearly all data are restored to CUGIR, with the exception of three series. Such risk assessments are recommended for geolibrary data before a problem arises. Every data will have unique characteristics that should be evaluated individually.

Another risk factor involved with geospatial data concerns civil-legal liability. With the amount of information and high degree of detail, mistakes are nearly inevitable on the part of the data producers. Many agencies are loath to provide public access for fear that an error may result in a lawsuit. All data within CUGIR have a liability disclaimer stating among other things, that "the burden for determining fitness for use lies entirely with the user." Providing such disclaimers should be standard practice in any digital library.

Conclusion

The nature of GIS data requires some flexibility to be built into the digital library. Carefully planned partnerships with data producers and working to accommodate their requests make the process run as smoothly as possible. Libraries are ideally suited for providing long-term, user-friendly access to the data. Partnering with government organizations provides benefits both for the library and for the organization. With careful planning, we at Mann Library hope to continue to provide a quality service at CUGIR for years to come.

---

[7] Knezo, G. J. (2002). "Possible Impacts of Major Counter Terrorism Security Actions on Research, Development and Higher Education." Congressional Research Service.

[8] Martindale, J. (2002). National Security and Access to GIS Data via the Internet: Cornell University Geospatial Information Repository (CUGIR). ESRI Education User Conference, San Diego, CA, Forthcoming.

[9] Lawrence, G., W. Kehoe, et al. (1999). Risk Management of Digital Information: A File Format Investigation: A Report Prepared for the Council of Library and Information Resources. Ithaca, NY, Cornell University: 1-19.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**143-157-E**
Division Number:	**V**
Professional Group:	**Government Information and Official Publications - Workshop**
Joint Meeting with:	**-**
Meeting Number:	**157**
Simultaneous Interpretation:	**-**

New activities at the World Health Organization Library

Yvonne Grandbois
WHO Library and Information Networks for Knowledge

The Opportunity to Grow

Change is in the air at the World Health Organization (http://www.who.int). It has been this way since Dr Gro Harlem Brundtland began her mandate as Director-General four years ago and walked in with new ideas, new energy and a pledge to place health at the core of the international development agenda. (http://www.who.int/dg/)

In keeping with this spirit of change and renewal, the WHO Library decided to seize the opportunity to renew itself as well. We decided to begin with our name. The WHO Library had been known for decades as the Office of Library and Health Literature Services, and had served well under this banner. A staff brain-storming session produced our new name: Library Information Networks for Knowledge, whose acronym is LINK. As a large part of our mandate is to link people, libraries, resources and knowledge, we agreed that this was a fit.

Fortunately the WHO Library finds itself in a very favourable constellation in the structure of WHO, belonging to a cluster called Evidence and Information for Policy, and in the Department of Health Information Management and Dissemination. The Library shares this department with the Publishing unit, the Web, Marketing and Dissemination, the WHO Bulletin and the World Health Report.

While respecting individual units' expertise, there is a lot of interactivity between these units, leading to a richer mix for all.

At our invitation, the Director-General came to the Library at the start of her mandate, spent time looking and listening, asking questions. Her office began to use our services, and she has kept a pulse on our activities. Having this type of support from the top, and back-up from the levels in between, we gained confidence in doing things differently and presenting ideas for new projects.

This paper outlines some of the new activities that library staff have brought forward. Parallel to the new configuration at the WHO, technologies, content, approaches and needs were changing, and the time was right.

Our Mandate

Like other United Nations agencies, the WHO has a multi-facetted clientele, starting with its own personnel, spread out over six regional offices and headquarters in Geneva. We serve ministries of health and other government offices, the other UN and international agencies, NGO's, diplomatic missions, and because of our services on the Web, the general public worldwide.

One of our prime mandates is to ensure that the published work of the Organization is made accessible to our current user base as well as for posterity. Often the Library is the only place in the world where one can find WHO material that has research value today in the public health sector. We also provide access to worldwide health, medically-related and development information sources in a constantly expanding scope as health impacts on more and more disciplines.

Traditional Services

The WHO Library provides the core services found in most libraries of the United Nations system. The Library is open 47.5 hours a week. Our reference librarians provide assistance to over 4000 users per year, answer hundreds of e-mail queries every month. Our document delivery services are booming. Our WHOLIS database is available on the Web, and we maintain a thesaurus in three languages. With its over 75,000 records, WHOLIS is not only the collective memory of the WHO, it contains records of specialized and highly selective sources of non-WHO and commercially published material in health, development and related disciplines. The Collection Development sub-unit takes cares of selection and acquisitions as well as the accessioning of materials, and participates in the UN system-wide Consortium. The Technical Cooperation subunit works at strengthening library services in the field. Finally, our IT Services department makes our digital initiatives a reality.

The Hybrid Library (http://www.who.int/library)

New activities at the WHO Library can be categorized by a term that is found more and more in library literature, that is, the hybrid library. The term hybrid had its origins in Darwinian theories of evolution and has entered the language of information professionals. It is used to describe new types of library services that attempt to integrate traditional print with electronic information resources. It is generally seen as a halfway step towards the full digital library, the route being traditional, automated, hybrid and finally digital libraries.

Full-text Links from WHOLIS Database (http://www.who.int/library/database/)

The news as far as the WHO Library Database (WHOLIS) is concerned is that it now provides over 20,000 links from the bibliographic record to the full text of WHO technical documents, press materials, WHO out-of-print publications, selected WHO current publications, WHO Bulletin articles, and historical resources. These items are either scanned from the print by the Library or linked from existing electronic files.

Therefore WHOLIS also functions as a powerful document distribution tool. Over 1000 documents are downloaded from this database per day.

WHO in the Scientific Press

A very popular current awareness service has been WHO in the Scientific Press. This is a true hybrid in that it exists in both paper and recently, electronic form. Around 400 health related journals are regularly read by a librarian, and items concerning the work of the WHO, plus articles authored by WHO staff, are selected, photocopied and posted in the library for all to read, and photocopy if necessary. The development of the WHO intranet, and the changes in publishers' policies gave us the opportunity to download or scan these articles and to make them available to the WHO community. This service is available on the WHO intranet only.

GIFT (Global Information Full-Text)

The GIFT (Global Information Full Text) project came as a result of the obvious need for quality and recent information which in medicine and public health is found mainly (80%) in periodicals. Secondly, although the Library had been working on bridging the "information gap" between WHO components through collaboration with regional office libraries, there was no equity as to the access to information.

"One WHO" was a direction brought in by Dr Brundtland, and this project is an attempt to provide access to information to all of WHO. The timing was also right in that internet technologies had facilitated the flow of health information and the major publishers in medical, biomedical and related social sciences were all online.

The WHO Library negotiated a package for the whole of WHO - something the publishers and agents had never allowed before. This package includes databases and online journals for all WHO regional offices, country offices, specialized offices as well as headquarters. Included are databases available in the Ovid system, the Web of Knowledge, and access to 1000 online journal subscriptions through an outsourced interface with an alphabetic integrated menu.

This move to a very comprehensive digital journals library has been received with enthusiasm by users who have been clamouring for this, and with incredulity by users farther afield who have been suddenly flooded with more than they can integrate. Therefore next steps in the GIFT process are more training, including modules and guidelines for regions and countries, more interlinking, and the analysis of usage statistics to see what is being used, where.

HINARI (Health InterNetwork Access to Research Initiative) (http://www.healthinternetwork.net)

You may have seen the extensive media coverage that accompanied this initiative, which is part of the Health InterNetwork launched by the Secretary General of the United Nations in September 2000.

HINARI is the first phase of the Health InterNetwork project created to bridge the digital divide in health. It provides access to a vast library of the latest and best information on public health: more than 2000 of the major international electronic journals in health and related disciplines have been made available free to institutions in 68 countries. Access at very reduced rates will soon be extended to an additional 42 countries.

The WHO Library Collection Development Librarian, seconded to this initiative, negotiated this "first" with the major scientific, medical and technical publishers.

The Blue Trunks (http://www.who.int/library/country/trunks/)

At the other end of the spectrum, far from the electronic buzz of the GIFT project is a completely print based initiative known as the Blue Trunk Library. This is a mini-library, containing basic primary health care manuals, housed in a blue metal trunk, that was originally designed for districts in Africa where there are very few resources or personnel in the health sector. We now have over 1000 of these blue trunks, mainly in Africa but also in the Eastern Mediterranean region. This initiative has been very well received by both recipients and donors alike, and soon will be going global as a WHO information product. We are open to partnerships in this initiative.

Historical Resources (http://www.who.int/library/historical/)

Since the founding of WHO in 1948, the WHO Library systematically indexes and preserves the documentation arising from WHO activities. We have a Historical Resources Collection reference area where scholars and researchers often come to investigate the early years of WHO and public health. Most often archival research must be done on-site, but we have undertaken an ambitious project to scan some of the most important source documents and make the full text available from our web site. From the WHO Library web site, researchers world-wide can find the full text of disease classifications and nomenclature documents, history of international health organizations, history of WHO, including the first World Health Assembly in 1948, malaria documents, rare books on plague, smallpox and epidemiology. Facsimiles have been made so that print copies can be used by clients without harming the original.

A complete view of what we offer can be found on the WHO Library Web Site. (http://www.who.int/library). Our Library page is accessed over 100,000 times per day and is one of the most used of the WHO web site. In terms of the Organization's website, (http://www.who.int), the Library gives advice on a consistent and appropriate way to apply metadata to web pages, is part of the web working group and contributes to the WHO intranet as well.

Moving Forward

Today's libraries are in a strategic position to offer services in a vast array of forms, encompassing a wide range of options. For the UN System libraries, serving both the best and least equipped of clientele, there is no debate as to print vs. electronic. We need to have both. This paper has given a few examples of the hybrid library approach to information services in an international context.

WHO Library has done much to provide health information services to the One WHO and through our contribution to the WHO agenda of placing health at the core of development. In coming years our priority will be to continue to provide print based resources and training for those presently excluded from connectivity, and to provide better targeted access appropriate to local needs and conditions. Until every one of our constituents is connected to electronic resources, WHO Library will continue to be a hybrid library, allowing health information for all.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 120-158(WS)-E
Division Number: VI
Professional Group: Preservation and Conservation Workshop
Joint Meeting with: -
Meeting Number: 158
Simultaneous Interpretation: -

Environment and passive climate control chiefly in tropical climates

John F. Dean
Department of Preservation and Conservation,
Cornell University Library
Ithaca, USA

Introduction. This presentation will focus on some of the effects of climate on library and archives collections in tropical climates, and will discuss some prudent alternatives to the mechanical and chemical approaches commonly used to control climate and its immediate effects. One of the most important factors affecting the longevity of library and archival materials is the environment in which they are stored, used, and displayed. Substantial research has demonstrated the profound effects of temperature, humidity, light, air circulation, and pollution, and controlling these effects is the highest priority of any preservation program.

THE MAIN FACTORS IN CONTROLING ENVIROMENT

I will review some of the main factors that affect environment, namely temperature, humidity, light, and atmospheric pollution, as all combine to shorten the life of library and archives materials.

Temperature. The higher the temperature, the more rapidly materials will deteriorate because heat accelerates the chemical reactions that cause deterioration. Conversely, the lower the temperature the longer the materials will last. However, as most library and archival materials must coexist with humans, there is clearly a practical limit to how much the temperature can be lowered and maintained. If temperature can be closely controlled, it should have a practical range of 20 degrees centigrade to 21 centigrade (68F to 70F), consistently maintained in all areas of a library or archives facility. These levels are regarded as tolerable to staff and users and appropriate for most materials. However, it is important to remember that the soc-called "standards" for both temperature and relative humidity are based on conditions and resources in temperate climates, and may be unattainable in humid tropical areas. If temperature cannot be controlled because of a lack of adequate mechanical systems, other measures should be considered to ameliorate the situation.

Humidity. Humidity is present in all air, and the term relative humidity (RH) refers to the given percentage (amount) of water vapor in the air at a given temperature. When temperature is high, air can absorb and contain a great deal of moisture, but when temperature is low, the moisture is deposited from the air onto surfaces. Clearly, in this way, temperature is closely linked to the level of relative humidity as cooler temperatures cannot hold as much humidity as warmer temperatures, thus a rapid lowering of temperature can result in condensation on non-hygroscopic (non-absorbent) surfaces while hygroscopic (absorbent) materials such as paper become damp. For example, a daytime temperature of 20 degrees centigrade (70 F) with a relative humidity of 50% can change conditions very rapidly if the overnight temperature drops to 13 degrees centigrade (60 F), as this causes the relative humidity to drastically increase to 70%.

Most paper expands and contracts with fluctuations in RH and this fluctuation helps to shorten the life of paper and binding materials because of stresses that occur within their structure. In general, the consequences of low RH are much less serious than for high RH. High humidity can cause mold to develop, especially when linked to poor air circulation. High humidity also provides a hospitable environment for insects, which must have moisture in order to survive and flourish. A range of 35% RH to 40% RH is acceptable and achievable in tropical climates with the right equipment, but failing this, RH should be lowered as much as possible through natural means, perhaps by increasing the rate of air flow in the building.

Light. Exposure to high levels of light causes fading (especially of inks and colors), darkening and yellowing (especially of paper containing wood and lignin), and the weakening of fibers. Both sunlight and artificial light (especially fluorescent) are sources of ultra-violet, which is the most harmful of the light wavelengths. However, all direct light is damaging to some degree. Materials are at their most vulnerable when exposed on long-term display or when stored under strong constant light, in front of a window for example.

The amount of light is measured in lox or foot-candles, with one lux (or lumen) equivalent to 0.09 foot-candles. A 150 watt incandescent light bulb will produce 50 lux at a distance of one meter. In storage areas, lights should always be turned off when the area is not in use, but should be limited to 100 lux unless materials are covered. Materials on exhibition display should generally not be subjected to light stronger than 80 lux. In addition, ultra-violet shields should be employed if the lights are fluorescent. Light entering through windows should be filtered through screens or blinds.

Atmospheric Pollution. Pollutants are generally in the form of gases and particulates. While most pollution enters a building from outside, pollution can also be caused by construction materials, paints, cleaning solvents, untreated wood, particle board, and plastics, which can emit gases that are harmful to paper. Gases that are harmful include nitric oxide, sulfur dioxide, carbon monoxide, formaldehyde, and a wide variety of industrial gases. Particulates consist of small solids, such as grit, dust, and smoke. Heating, ventilating, and air cooling systems (HVAC) are the primary methods by which conservation environments are maintained. The purpose of HVAC is to establish and maintain humidity (add or remove moisture), and temperature (add or remove heat), filter incoming air to remove particulates and gaseous substances, circulate air to spread heat/cooling, to suppress mold growth, and perform these tasks constantly and evenly throughout the collection storage areas.

When libraries and archives have HVAC available, they have found that good conditions are best met by constant-volume all-air systems with central air-handling stations where filtration, dehumidification, humidification, maintenance and monitoring, are at a central location rather than distributed. If libraries and archives are constructed with HVAC systems built into them, or are able to retrospectively install HVAC, it is important to consider specifications that will produce a continuous conservation environment.

Some library materials require much more exacting storage conditions than are required for paper-based material. Motion picture film, colour film, and microfilm, for example, must be kept in a cool, dry, environment, so even if HVAC is not practical or affordable for a larger storage space, a small vault or cabinet with good controls should be used. Such a cabinet should maintain low temperatures---around 20 degrees centigrade---but more important is the level of relative humidity, which should not exceed 35 percent. This can only be achieved through a dehumidification system or through the use of a desiccant such as silica gel. Silica gel can be conditioned to maintain a low RH by absorbing humidity within a tightly closed cabinet. As the silica gel becomes saturated, it can be reconditioned by heating out the humidity and reused indefinitely.

PASSIVE CLIMATE CONTROL

Because of high energy costs and the impracticability of HVAC for many libraries and archives, there is now a great deal of interest in passive climate control systems. In tropical climates, HVAC can have indirect but serious detrimental effects, especially if it cannot be operated on a continuous basis. Generally, HVAC can be very effective in cooling spaces, but in climates with extremely high levels of humidity it does not function well enough as a dehumidifier to ensure effective climate control, and must often be used in combination with dehumidifiers. This is because the cooler temperature obtained by HVAC can actually increase the relative humidity. When HVAC cannot be used on a continuous basis---as when it is shut down at night or weekends for example---it has the effect of cooling the collection, but as the air heats up, condensation is formed on the colder surfaces of books, shelves, and walls resulting in mold growth.

It is also a common mistake to use HVAC to try to maintain low temperature and relative humidity only in an isolated area of the library or archive, such as a rare book storage vault. When "cold" objects are brought from the vault to an uncontrolled area with high temperature and relative humidity, condensation forms on the objects, and on the outside of the cold wall of the vault causing mold growth as well as structural damage to the wall.

Passive climate control is closely associated with the movement towards sustainable buildings, and there has been considerable interest in this area over the last several years as energy costs have risen and more attention has been paid to environmental issues. In essence, sustainable buildings apply specific climate design and construction materials to create a structure that achieves both energy saving and a tolerable internal climate. These buildings are designed to: reduce heat gain during the day and increase heat loss at night, locate on sites that offer a good microclimate, control solar radiation, regulate and improve air circulation. With a new sustainable building, issues of importance are: site selection (away from areas of possible flooding, orientation to prevailing winds and sun position), natural shading (trees, hills, other buildings), shelter (from tropical storms, destructive high winds), structural materials and design (open lightweight wall structures in humid tropical areas, thick walls in arid tropical areas).

Unfortunately, many libraries and archives are in existing buildings of poor design, but steps can be taken to reduce heat intake and light damage, and significantly improve the rate of air circulation. In some cases, buildings of a traditional design, constructed in an age before HVAC, are being replaced with sealed buildings based on standard Western design. The traditional building design often functions well and is responsive to local conditions, but the "modern" Western style building with a large number of

BEST COPY AVAILABLE

sealed windows often cannot accommodate local conditions in the face of a poorly functioning or inconsistently operating HVAC.

Good air circulation is often the key to maintaining a tolerable climate, as moving air helps to dry humidity and greatly reduces the incidence of mold. In some cases, existing buildings have other design faults resulting in serious environmental problems. A common problem is "rising damp," a condition where ground moisture is conducted upwards through (a), a masonry wall, or (b) through a concrete floor slab. In the case of (a), paint and the underlying plaster become damp and flake off the wall. In the case of (b), the concrete slab seems always to be damp, which damages shelving and contributes to the overall levels of humidity in the building.

Rising damp is usually the result of the lack of a damp course in the case of a masonry wall. A damp course is a waterproof barrier placed across the section of the wall just above ground level to prevent moisture rising through the porous masonry. In the case of a damp concrete slab, dampness results from the lack of a waterproof membrane between the soil and the concrete. The following steps can be considered when attempting to improve the climate of a building without the use of HVAC.

Reduce heat gain by covering windows to the East and West by screens or curtains to control direct sunlight, alternating according to the time of day.

Reduce heat through the use of surrounding vegetation, such as shade trees.

Increase air circulation by taking advantage of breezes, especially to the South and North, keeping windows open but screened to prevent the entry of insects and birds. Outdoor obstacles to ambient breezes should be removed, and in some cases, outdoor baffles can be erected to divert breezes through windows.

Improve air circulation by opening up any vents or small windows close to the ceiling to stimulate the circulation of air through open windows at floor level upwards through the room. Enhance circulation with ceiling fans if available.

Reduce heat intake by using reflective colors on roof surfaces.

Reduce heat radiating through from the roof by installing false ceilings.

.Reduce extreme humidity with dehumidifiers if available.

Damp courses can be set in place in the base of masonry walls by progressively removing bricks and inserting a waterproof layer, such as slate or asphalt. In the case of cavity walls, air bricks or vents can be installed at the base of the wall to permit air to circulate through the air space. Where buildings are raised, ensure that air is permitted to circulate fully beneath the structure by removing any obstructions, and by taking steps to ensure dry conditions.

MONITORING

The continuous monitoring of temperature and relative humidity is extremely important whether or not the library/archive has climate control systems. Where an HVAC system is in place, monitoring provides the opportunity to evaluate its performance and take corrective action when needed. If the library does not have an HVAC system, an accurate record of temperature and relative humidity through all seasons and conditions can provide the essential data from which to design a system in the future, and can indicate where and when some remedial action can be taken. Monitoring at its simplest level can mean taking regular sightings of a thermometer and a hygrometer, noting the changes throughout the day. Although there are now quite sophisticated instruments for checking the temperature and relative humidity—such as hand-held electronic hygrometers that measure both, the disadvantage of this method is that in the long term it is extremely labour-intensive and usually accounts for readings taken only when the library/archive is open, generally failing to record night-time or holiday conditions. This is also the disadvantage of using basic thermometers, dial-type hygrometers, and humidity strips. The most effective use of staff time and the most accurate test of climate conditions is through the use of automatic monitors, such as recording hygrothermographs, calibrated with a psychrometer, and electronic data-loggers.

RESULTS OF POOR CLIMATE CONTROL

The environment that is the most damaging to library and archives collections---high humidity, low air circulation, combined with poor housekeeping---is the most beneficial for mold and insects. As mold and insect infestations have commonly been addressed with questionable and expensive chemical treatments, it seems pertinent to examine some alternative approaches.

Mold

One of the most common problems in libraries and archives in humid tropical regions is mold (mould). Mold is a general term given to a wide variety of fungi, and practically all types are common to all parts of the world. Mold grows through the propagation of its spores, which are always present in the air waiting for the right opportunity to germinate. Moisture provides the necessary conditions for mold germination, whether or not the moisture is the result of high relative humidity, condensation, or direct wetting, as in the case of water-damaged materials. The visible signs of mold result from the "flowering" of the spores into mycelium, the familiar velvet-like surface covering. The mycelium, in turn, becomes powdery and generates more mold spores that become airborne to continue the cycle. At this point, mold spores are at their most dangerous to human health, and the treatment of mold-infected material must be handled with great care to avoid inhalation.

It is important to remember that mold is the result of bad environment, usually high humidity and poor air circulation. Temperature is less of a factor, except, of course, as it affects relative humidity, with low temperatures resulting in higher humidity and readier dew point (i.e. when moisture forms on surfaces). Mold can grow on any moist surface, such as a plastic shower curtain, but it can also feed on hygroscopic materials such as paper, leather, and book coverings, causing disfiguring multi-coloured stains and greatly reducing their strength. The characteristic brown spots---"foxing"--- on some types of paper is the result of high humidity and a particular form of mold.

Prevention. Mold grows in conditions of high relative humidity, direct wetting, and poor air circulation. The only way to resolve a mold growth problem is by altering these conditions. For example, if paper collections are stored in a basement area with low temperature, high relative humidity, little light, and very low air circulation---ideal mold conditions--- it seems sensible to reverse the conditions, perhaps by storing the materials elsewhere. Even if a successful remedial mold treatment programme is undertaken, the material will quickly mold again if it is returned to the environment in which the mold first developed.

Sometimes mold can develop in small areas that serve as micro-environments, even in an otherwise stable environment. In these cases, a survey of the area will usually reveal air circulation problems in an area of the storage in which there is little or no air circulation. In some cases, a closed micro-environment, such as an exhibit case, can be conditioned to control humidity through means of a desiccant. Certain mites (commonly known as book lice) can be a useful indicator of mold, as these tiny grey/white mites will inhabit the inner margins of a damp book and feed on microscopic mold embedded in the paper. Hidden molds can be detected through the use of ultraviolet lights as mold fluoresces when exposed. Mold can also be detected by the musty odour that is common to many damp basement areas.

If mold is discovered, immediate steps should be taken to discover the cause. Check for water infiltration (wet floors, ceiling, or walls), whether or not the HVAC is functioning correctly (appropriate level of air flow, whether or not the pre-heat coil or misting unit is working), and if there is a structural problem (rising damp, condensation, etc). Although not all molds are toxic to humans, it is important to regard all infestations as possibly toxic and take the appropriate precautions (respirator and gloves) when entering an infested area.

When the cause has been traced, take immediate steps to correct it. Vacuum or mop up standing water, adjust the HVAC, and/or activate electric fans to speed up the circulation of air. If dehumidifiers are available, they should be employed in tandem with both HVAC and fans.

Mold is the prime enemy of film materials as it attacks the surface and emulsion. If film is unprocessed and in a proven moisture-proof container, it is usually safe from mold damage. However, when the package is broken, mold threads or filaments develop and immediately become apparent when the film is exposed. Film left in a camera in humid conditions is especially susceptible to mold. Coating microfilm during processing is regarded as a useful preventative measure, as this reduces the risk to the emulsion layer and allows the mold to be removed before serious damage is caused. Examples of such coatings include polysulfide, a protective coating developed by the Image Permanence Institute of Rochester, New York, United States of America.

Treating Mold Infected Books. In the past, a variety of chemical procedures was used for “killing” mold spores, including the use of ethylene oxide in a vacuum chamber (now effectively banned because of health concerns) and heated thymol and para-dichlobenzine (now recognized as ineffective as fungicides but with possible application as fungistats in some circumstances). No matter what chemicals are used to kill mold, materials would again become molded if returned to the same environment as there is little residual effect. If a large number of books are wet or damp, freezing is a way of quickly stabilizing the infestation until appropriate treatment can be dispensed.

At its most basic, the treatment of mold infected books requires that they be taken to a well-ventilated area with electric fans to increase air movement. A good arrangement is to have a fan blow across the infected books through an open window or, if available, handle the books inside a running fume hood (cupboard). The rapidly moving air will dry out the moisture in the books and desiccate the mold spores, effectively rendering them “inactive.” If necessary, take the books outdoors and place in the sun and a mild breeze for a short time, and if possible, work to remove the mold outdoors if the conditions permit. Ultra-violet rays from the sun can kill mold. In handling infected books, staff should wear HEPA face masks or respirator and wear plastic or rubber gloves.

When the books are dry, a HEPA filter vacuum cleaner should now be used to remove as much of the inactive and dry mold from the covers of the books as possible. If the library does not have a HEPA filter vacuum available, activated dusters (i.e. dusters with an electrostatic charge or containing a mild adhesive) can be used. The dusters should be laid over the infected area and the mold spores gently picked up. The objective of these measures is to avoid releasing the mold spores into the air.

When the soft mold has been removed, the outside of the book covers can be wiped with a solution of ethyl alcohol. This acts as a mild solvent to remove some of the outer staining. Care must be taken not to overly wet the area.

The inside of the books can now be examined. In many cases, mold stains will be seen on the inside of the binding near the joints and at the head and tail. The stains can be gently swabbed with the ethyl alcohol but it is unlikely that the stains will be completely removed. Although mold stains can be bleached out with chemical bleach, this is not a method that can be recommended, as bleach can rapidly deteriorate the paper, especially in humid conditions.

Returning Treated Books. Books should not be returned to the original shelf locations until the space is declared completely free of mold and the cause identified and rectified. Affected surfaces in the room can be washed down with a liquid bleach (Lysol), but this should be completely dry before the room is again occupied.

Following the return of the books to the shelf, the room should be inspected periodically to ensure that the mold problems have not returned. HVAC components should be checked, especially vent areas, and HVAC filters changed on a regular basis. In the absence of HVAC, ensure that improvements are made to the rate of air circulation.

Mold: Wrong Steps. Unfortunately, there are numerous rough and ready approaches that have been taken in the past to remove mold. Here are a few measures that must not be taken.

> Do not brush off dried-out mold spores. This will launch them into the air with risk of inhalation.
>
> Do not spray or swab the books with bleach of any kind. This can cause severe damage.
>
> Do not use a chemical fumigant without checking its possible toxicity.
>
> Do not inhale mold spores when cleaning off books, and do not enter a mold-infested area without an approved face-mask.

Mold Damage to Non-Book Materials. Art works, prints, maps, framed items, etc, need to handled with great care, as careless vacuuming or dusting can damage fragile surfaces. A useful mold removal method is place a piece of fiberglass insect screening over the piece then vacuum through the screen to remove as much of the inactive mold as possible. If working outdoors and wearing a respirator, a soft brush may be employed to gently remove the mold, taking care not to grind the spores into the medium or the paper fibres. If framed materials show signs of mold on the inside of the frame enclosure, the artifact should be unframed, treated, and reframed using new mat board and with the frame structure thoroughly cleaned and dried.

Insects

In humid tropical areas, insects pose a serious threat to collections of all types.
Most insects need moisture to survive, thus they are much less of a problem in arid tropical areas. Insects (as well as rodents, bats, and birds) invade buildings for food, water, and shelter, and libraries and archives can provide these if the building is open and accessible to them and conditions welcoming. If insect damage is evident in a library collection, a careful survey should be conducted using sticky traps to

see what types of insects are causing the problem. A variety of sticky traps are available, many featuring specific sexual attractants.

A wide variety of insecticides and other devices has been used to try to eradicate insect infestations in the past, including ethylene oxide (ETO), methyl bromide, formaldehyde, and, more recently, gamma radiation. Most chemical fumigants require that the materials be enclosed, a vacuum chamber in the case of ETO and plastic sheeting or tarpaulins in the case of others. Gamma radiation, used to deal with both insect and mold infestations, has the advantage of no residual effects---a major disadvantage with chemicals---but studies have demonstrated that at moderate to high levels of radiation there may be damage to cellulose, the basis of all paper. More recently, tests have shown the advantage of using both freezing and heat to kill harmful insects, and these methods are to be preferred to the more toxic exposures of chemicals.

As with climate control, the building itself can be made one of the main control factors by developing it as an inhospitable environment to insects. The following sensible precautionary steps can be taken to reduce the incidence of most insects, and if scrupulously followed, can have a major impact on insect control.

Building Exterior

Do not plant shrubs or trees to be in contact with a building, and avoid flowering species.

Remove vines, ivy, or other climbing plants from the walls or roof.

Use a wide gravel or paving surround to the building, ensuring that there are adequate and effective drains to prevent water entering the structure.

Do not attach lights to buildings as they will attract flying insects. Insects tend to be attracted by ultra-violet so lights close to a building should be sodium or similar with low ultra-violet output. Lights mounted away from the building should be mercury vapour type with high ultra-violet output.

All garbage and rubbish, including garden and library waste, should be kept in a vermin-proof container away from the building.

Ensure that all roof drains and downspouts are kept clear of debris and in good condition.

Bird and other nests should be removed from the building.

Building Construction

To deter the entrance of insects buildings should be ideally of solid and impermeable construction (brick, stone, concrete, steel, etc).

Seal all unnecessary entrance holes into the building. Where electrical cables, water pipes, telephone connections, waste pipes, etc. enter the building, ensure that the entry holes around the service are completely sealed and caulked.

Doors and windows should be tight-fitting and kept closed at all times, and insect screening of an appropriate small mesh size should cover every opening.

When designing a new building consider the installation of a revolving door.

Building Space Configuration

All food consumption and preparation should be kept away from collection storage areas, ideally in a separate building.

If a food preparation area must be part of the library building, the entrance should be directly to the outside to avoid carrying food and waste through the building.

HVAC systems create wet and moist areas, and central systems have condensate drains. HVAC should be located in a basement area rather than the roof and steps should be taken to ensure that there is no standing water and that condensate drains are always clear.

Restrooms, janitors closets, and workrooms are sources of water and drainage and should be segregated from the collection storage areas.

Condensation forming on cold water pipes can be avoided by wrapping them with an insulation material.

A quarantine room for the inspection of newly acquired material should be established as close to the goods entrance/loading dock as possible. Incoming materials should be placed in the room and unpacked, the cardboard cartons (especially corrugated board) should be disposed of immediately. If an incoming group of materials appears to have some form of insect damage, the entire group should be covered tightly with plastic sheeting and insect sticky traps placed under the plastic to monitor any insect infestation.

Housekeeping

The building interior should be well maintained and kept clean, removing dirt and dust that could provide nutrients for insects.

Water spills should be immediately mopped up, and care must be taken when washing windows and floors that excess water does not permeate the structure through cracks in the walls or floor.

It is preferable that food and drink should not be consumed in reader and staff areas, although this is often difficult to control. However, spills and food debris should be carefully removed and waste receptacles emptied regularly.

Receptions and events involving food and drink should not be held in a reading room or adjacent to a collection storage area.

Refrigerators and similar appliances are popular habits for insects as they combine heat and moisture. Areas under and around these appliances should be regularly cleaned, and sticky traps placed if necessary.

Inside Fittings

For insects that have secured a foothold within the building, their mobility needs to be impeded by securing inside doors, especially those leading to vulnerable areas, such as a kitchen or restroom. Consideration might be given to fitting these doors with a weather seal.

Cracks and crevices in the inner building structure walls or floor should be filled in to prevent insects entering and infesting the cavity areas.

Exhibit cases and special storage cases should be fitted with gaskets to ensure a tight-fitting seal.

Fittings, cases, and room corners should be regularly vacuumed and the vacuum bags checked for insects. Filled paper vacuum bags should be disposed of outside the building immediately after removal.

Killing Insects

A freezer can be used to kill insects by freezing at temperatures at or below minus 20 degrees centigrade (minus 3 F). Exposure should be for three to four days. Books should be placed in plastic bags and on removal from the freezer at the end of the cycle, be allowed to become conditioned while under a constant air current from a fan. Freezing is generally used for occasional infestations when insect are discovered, and should not be used for routine treatment. A simple chest freezer can be used.

Heat can also used to kill insects in infested materials. In this instance, temperatures of 50 degrees centigrade (120 degrees F) will dry out insect bodies. In tropical areas, infested books can be placed in a metal container wrapped in black plastic and left in direct sunlight for a few hours to attain the desirable heat.

Because of the possible health risks, insecticides should be used with great care and with full knowledge of the effects on humans and library materials.

Research is being conducted on safe and natural insect repellents, such as compounds made from the n*eem* tree, which will help to render collections safe and less palatable to insects. It is hoped that the research will suggest a method of combining a neem powder with a solvent to allow application directly into parts of the text block of books. Using a repellent that is not harmful to humans combined with a safe method of killing insects would seem to be a worthwhile strategy to pursue. Freezing and heat treatment for small infestations, adopting an integrated pest management approach, and using natural repellents, can help substantially to control insects while maintaining an environment that is safe for humans.

Relevant Readings on Environment

IFLA Principles for the Care and Handling of Library Material. IFLA, PAC, CLIR: International Preservation Issues, Number One. **Error! Bookmark not defined.**

William Lull. *Conservation Environment Guidelines for Libraries and Archives.* Ottawa: Canadian Council of Archives, 1995.

Timothy Padfield, "Climate Control in Libraries and Archives." *Preservation of Library Materials, Volume 2* . Munchen and London: Saur,1987

Thomas Parker, " Integrated Pest Management." *Preservation of Library Materials, Volume 2* . Munchen and London: Saur,1987

Rene Teygeler, *Preservation of Archives in Tropical Climates.* Paris and the Hague: International Council on Archives..., 2001

Gary Thomson, *The Museum Environment.* London: Butterworth-Heinemann, 1986.

IFLANET

Search Contacts

International Federation of Library Associations and Institutions

Annual Conference

GLASGOW 2002

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

Carnegie Workshop and Library Visit

Andrew Carnegie (1835-1919) was the most generous private benefactor of libraries in the world. After making his fortune in the steel industry in the U.S.A., his first gift, in 1881, was to establish a public library in his birthplace, the city of Dunfermline, about 30 miles from Glasgow. Subsequently more than 2,500 public libraries and over 100 academic libraries were gifted to towns and cities in a dozen or more countries in the English-speaking world between 1881 and 1919, including over 600 public libraries in Britain. Most are still in use today.

He also established a number of charitable foundations to carry on his work, and one of these helped to establish what has become today the Australian Library and Information Association. The Carnegie Trust for the Universities of Scotland has supported a number of recent library developments. The last of the many Foundations he established in North America was the Carnegie Corporation of New York, still one of the largest and most influential of the American foundations. Recently the Carnegie Corporation of New York has again become active in supporting library development, in Africa.

A special celebration of Andrew Carnegie: his legacy and buildings adaptation for the 21st Century will take place in the Glen Pavilion, Pittencrieff Park, Dunfermline on **Thursday 22 August**, with the following speakers in a morning **Workshop session** organised jointly with the Library Buildings and Equipment Section:

- Jeffrey Scherer, Partner, Meyer, Scherer & Rockcastle Ltd. - Carnegie building adaptations in the USA
- Maxine Rochester, formerly Charles Sturt University, Australia - The Carnegie Corporation and Libraries of the British Commonwealth in the 1920's and 19.30's
- Gloria Primm Brown, Carnegie Corporation of New York, OR Stanley Ng'ang'a, Library Director, Kenya National Library Service. - The Carnegie Corporation's current Public Libraries Programme in Africa.

After lunch, participants in this Workshop will be invited to visit the Dunfermline Carnegie Library to view the original building and the recent extension and modernisation, and to tour the nearby Andrew Carnegie Birthplace Museum. Numbers for this workshop are limited to 100.

For those who do not wish to attend the morning Workshop session, a separate Library Visit to the Dunfermline Carnegie Library will also take place that morning, with a visit to the Birthplace Museum and some free time in Dunfermline after lunch. Numbers for this Library Visit are limited to 50.

Dunfermline is Scotland's ancient capital, and there will also be an opportunity to visit the ancient Dunfermline Abbey, the ruins of the royal palace, and other local historic sites with their associations with Robert the Bruce and with Macbeth.

Buses for both the Workshop and the Library Visit leave the SECC at 0915 on Thursday morning. Participants in both the Workshop and the Library Visit programme will be taken directly to Edinburgh at the end of the afternoon for the evening events, and returned to Glasgow at their conclusion.

Latest Revision: *August 13, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 079-161-E
Division Number: III
Professional Group: School Libraries and Resource Centres - Workshop
Joint Meeting with: National Libraries and Libraries for Children and Young Adults
Meeting Number: 161
Simultaneous Interpretation: -

Bridging the Hell's Gap – a Swedish school development project focusing the School Library as an educational resource

Adam Nilsson
The Gothenburg Region Association of Local Authorities
Gothenburg, Sweden

Malin Koldenius
Regional Library of Västra Götaland
Västra Götaland, Sweden

Lena Folkesson
Department of Education at the University of Gothenburg
Gothenburg, Sweden

In a school- development project called Bridging the Hell's Gap, eight schools in the Gothenburg area have been focusing the school library as a learning resource in the educational process. The project is carried out in elementary and secondary schools where children and students are from 6 to 18 years old. From each school a staff team about ten persons (teachers and librarians) have been participating.

Bridging the Hell's Gap started in august 2000 and is at the moment (may 2002) in it's finishing phase. The owner of the project is the Swedish Board of Education that also fully finances the project. Bridging the Hell's Gap is a part of a national school project, called the Language room. This project has as it's overall object to develop children's literacy skills.

Three institutions share the responsibility of directing and leading the project, namely, GR - The Gothenburg Region Association of Local Authorities, the Regional Library of Västra Götaland and the Department of education at the University of Gothenburg.

Hell's Gap – a metaphor

What kind of a gap is this Hells' Gap? In the book The Robber's daughter by Astrid Lindgren, the Hell's Gap separates two families and their castles. Kirsty is brought up with the notion that she has to mind the gap very carefully not to fall into it.

Are there any Hell's gaps in schools' work and in educational contexts? Used as a metaphor, the Gap in question may be seen as representing the distance between theory and practice or representing the contrast between, on one hand, teachers' ambition in teaching knowledge in terms of understanding, integration, wholeness and so on, and on the other hand, pupils' learning knowledge in terms of pieces, details and facts without relation to a greater whole. Perhaps there are more gaps, which have to be bridged? In any case, the Gap is the challenge!

The design of the project

The important standpoint and the leading question in this project are:
Can the school library make a bridge over the Hell's gap?

The aim of the project is to create school libraries as arenas for children's and student's curiosity, eagerness, hard work, pleasure, joy, thinking, creativeness and learning.

"Tracks" in the project

Three main parts or "tracks" constitute the project. Each track holds the ideas of some necessary conditions, taking into account the possibilities to carry out an educational development process successfully. The track *"Not without my principle"* holds the assumption that the principal must actively and in many different ways support the staff in the development process, not only with economic, administrative and organisational matters but also with special regards to pedagogical issues.

"Coming to a crossroad" is a course track that focuses teachers and librarians as learners. The purpose of the course is to develop the professional competencies in order to improve the pedagogical reasoning and decision-making.

The third track is called *"Without any answers"* and is a research track. The researchers come from the Department of Education, University of Gothenburg and Swedish School of Library and Information Studies, University College of Borås. The overall research question of the study focuses on how students create meaning through the school library. Results from this study will be presented next year in 2003.

The first track is managed by the principals, the second by the project managers and the third track is conducted by researchers.

The design of the track "Coming to a crossroad"

As mentioned before this course track has been focusing the teachers and librarians as learners. The assumption is that no change and development can be realised without the staff's professional development. Therefore this course is very important relating to the outcomes of the project.

The course has got three main parts, which the teams have been carrying through:

1. A description of the present situation of the school library's involvement and status in the school. This part has been discussed and written down by each team.
2. A developing task on a theme of special interest of each team and school.
3. Making a development plan for the nearest and coming future on how to make the school library a learning environment

Scaffolds in the process

1. Time for conversations and discussions about educational and pedagogical matters and issues.
2. The importance of the headmaster's and the headmistress's involvement, engagement and support
3. The shared responsibility between staff and principal of educational development

Input in the process

The following features have been important parts of the work in the course track:

Literature studies: The participants have read texts according to their discussions and developing task. At some times the project leaders have taken part in discussing the literature.

Group discussions: These have been one of the most important elements in this project. All teams have had time- one day per month during two years to sit down and discuss pedagogical matters, questions, texts and their own work.

Documentation: This has also been an important part, but it seems as if teachers and librarians are not too fond of writing as documentation.

Coming together and meet other teachers and librarians: The teams have derived much benefit from these meetings, both within own school and across schools

Lectures on issues relevant for school library development as well as teaching and learning

The participating teams have had great possibilities to suggest and arrange special "in service training" and invite inspiring lecturers according to their project tasks and processes. Some teams have used this possibility to influence the issues, some have joined the others suggestions. Every team have been invited to all arrangements.

Challenging questions about pedagogical reasoning: It has been the project leaders' ambition, when meeting the participating teams, to be creative discourse partners. The teachers and librarians have asked for challenging questions, in order to discover underlying assumptions and ideas that might prevent pedagogical reasoning from developing and change.

Reflection
Time to reflect have been extremely important. "The reflective practitioner" is a necessity in a school development process.
Dilemmas

The outcomes of the project are of course interesting and important related to the aims and ambitions of the project. However, in this paper we would, as project conductors, rather emphasize some dilemmas which showed up in the process. We chose the word dilemmas and not problems because we mean that problems can usually be solved and then they disappear, but dilemmas are still there. You can't get rid of them, therefore you have to find ways to deal with them. We look at these dilemmas as a kind of features in most school development project. We haven't got the answers to how to handle them but as project conductors we want to present these dilemmas to you, hoping to start an urgent and important discussion on similar and mutual experiences.

The dilemmas held in the project were about

The relation between what professionals *say* they do and what they *really* do - the relation between words and actions.

Different meanings of used concepts, words and expressions

The lack of time

How to discover assumptions, ideas and taken for granteds underlying actions in classrooms and libraries

Who should do what? The roles of the teacher and librarian according to students literacy skills?

In conclusion

The project has also been seen as a project of Knowledge and Awareness with the following questions in focus:

1. What are the educational functions of the school library?
2. What is the school librarians educational role?
3. In what ways can "the good" school library empower the school development as a whole?

As project conductors we have found that the dilemmas need to be sorted out for each school. This is a necessity in the work of finding the educational functions of the school library and the librarians educational role. The dilemmas can differ from school to school depending on the learning and teaching environment.

The school librarian has still and most often got a serving role, both in relation to teachers and student. In making the staff aware of the dilemmas the role can be changed towards a more scaffolding one for the teachers as well as the students.
We have also found, and this is a most clear conclusion, that focusing the school library in a school developing project, starts interesting and important processes concerning learning and teaching in the school in question as a whole. Issues and questions are raised on educational matters. The developing process leads via the school library. Teachers and librarians become engaged in the in the same concerns. It is possible!

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 151-162(WS)-E
Division Number: IV
Professional Group: Cataloguing with Serial Publications - Workshop
Joint Meeting with: -
Meeting Number: 162
Simultaneous Interpretation: -

Bibliographic Standards for Serials: recent developments

Paul V. Bunn
The British Library
Boston Spa, UK

The purpose of this paper is to set the scene for our workshop this afternoon, which is a joint presentation of the Cataloguing Section and the Serial Publications section. The workshop is on *Seeing Serials in a New Light: from ISBD(S) to ISBD(CR)*: that is, from the *International Standard Bibliographic Description for Serials* to the *International Standard Bibliographic Description for* ***Serials and other Continuing Resources***.

First I have a very welcome addition to our published programme, which is that Ingrid Parent, who chaired our Working Group, is able to be with us and speak to us briefly before leaving for other IFLA commitments. Ingrid is a member of the IFLA Governing Board and a Director General of the National Library of Canada. We thank Ingrid very much indeed for her inspiring leadership of the Working Group.

Now to the main topic of our discussion this afternoon. Over the past two years, a number of bibliographic standards for serials have reached a crucial point in their development. This is leading to an attempt to provide substantial harmonisation of the three main international standards relating to serials cataloguing. It has become clear that there is an unmissable opportunity to try to converge these standards, which it is hoped will lead to:

- more logic and economy in serials cataloguing
- enhanced bibliographic control of serials in a more effective and efficient way
- more effective deriving/exchange of serial records
- getting closer to the appropriate quality of record, neither too brief nor too full
- cost reduction wherever possible.

The standards involved are as follows:

- the Anglo-American Cataloguing Rules, 2nd edition (AACR2)
- the International Standard Bibliographic Description for Serials (ISBD(S))
- the International Standard Serial Number (ISSN) Manual.

The organising bodies or constituencies involved are:

- AACR(2) – the Joint Steering Committee for Revision of AACR (JSC)
  Chair, Ann Huthwaite, Australian Committee on Cataloguing
- ISBD(S) – the ISBD(S) Working Group
  Chair, Ingrid Parent, National Library of Canada
- ISSN Manual – the ISSN Manual Working Group
  Chair, Francoise Pelle, Director of the ISSN International Centre.

Other key persons who have been involved in the process of convergence are:

- Jean Hirons, who originated and put forward revised seriality proposals for consideration by JSC and others
- Regina Reynolds, Head of the National Serials Data Program, the US ISSN Center at the Library of Congress
- Judy Kuhagen, Cataloging Policy and Support Office, Library of Congress.

The AACR, ISBD, and ISSN constituencies are fully committed to the proposals which have been put forward, after much work and discussion in respective national institutions, governing bodies and constituencies. The international serials community is thus moving forward on several fronts, and in summary these are:

- **expand the scope of AACR2, ISBD(S) and the ISSN Manual** to encompass not only traditional serials and loose-leaf services but also new material *of a continuing nature* such as databases and web sites, which need different handling from conventional serials
- **increase the number of title changes which fall into the category of minor changes** and which do not therefore need a new catalogue record to be created
- **recognise a new category of material, to be known as integrating resources:** these are added to or changed by the addition of updates which do not remain separate but are integrated into the resource as a whole
- **retitle the ISBD(S) as ISBD (CR) as a consequence of broadening the scope:** the full title becomes ***ISBD (CR) : International Standard Bibliographic Description for Serials and other Continuing Resources***
- **broaden the scope of the definitions of ISSN and serials accepted by the ISSN Network**
- **consider the feasibility of an International Standard Serial Title (ISST),** which would replace both the uniform title and the key title for serials, promote stability, and lead the way to convergence between ISSN cataloguing and national bibliographic cataloguing.

It may be helpful to take these aspects in turn and give a little more detail.

Scope

It is clear that the term "serials" no longer expresses the necessary and proper **scope of the standards**. Although most UK libraries have not up to this point been able to allocate as much resource as they might wish to cataloguing databases or web sites, it is an increasing activity. Moreover, the British Library and some of our partners amongst the UK copyright libraries are developing their contribution to the OCLC Co-operative Online Resource Catalog (CORC) project, and providing resource descriptions for the Web is that project's main objective. I think the same activity is taking place in several other countries represented here. In other words, we need to deal with a whole new universe of electronic media: e-things, or even e-stuff, as Brian Green reminded us in his stimulating paper on INTERPARTY yesterday. Much of this "stuff" looks serial in nature – that is, it definitely has a dynamic, continuing and changing life following first publication or issue. The broadening of the scope of the standards is therefore desirable and will be of vital assistance in our various projects and programmes, and in describing, managing and providing access to our collections.

I should add here that in the international community, we are all necessarily at different stages as far as e-media is concerned. If you are not as yet receiving very much e-media in your particular library, institution or agency, please do not feel left out in any way! One of the few certainties when dealing with this topic seems to be that e-media is on the move, and on the increase, worldwide. The overall situation, and the rate of growth experienced, naturally depends on the national infrastructure and on commercial and government developments. Please do let me know if you have any observations or comments on this, as I am sure we can all benefit from a wider awareness of what is happening.

Title changes

Moving on to the next issue, the significance of **increasing the number of title changes regarded as minor** is that

- it reduces the record creation effort
- the three serials constituencies mentioned are adopting the change with the same, or similar, guidelines, and therefore there will be general agreement on when a new record is needed
- this will lead to more effective deriving and exchanging of records, enhanced bibliographic quality and control, and reductions in costs.

Let us examine this a little more closely. The conditions that would constitute minor changes of title include the following:

- articles, prepositions and conjunctions substituted, added or deleted
- spelling or punctuation changed without affecting meaning
- inflexion of a word changed, for example from singular to plural form
- transitory changes in the order of titles (if in more than one language)
- changes in the relation of the title proper to the issuing body
- the addition to, deletion from, or change in order comes after the first five words, not including an initial article
- an addition to, or deletion from, a list of names, places, things, etc.

There was considerable discussion of the various proposals, and a separate paper was prepared on the current status of these ideas in the three standards under discussion, together with any applicable Library of Congress Rule Interpretations (LCRIs). In this way agreement was reached in each serials community.

Integrating resources

The definition for an integrating resource is as follows:

> *A bibliographic resource that is added to or changed by means of updates that do not remain discrete and are integrated into the whole. Examples of integrating resources include resources that are loose-leaf for updating and Web sites.*

BEST COPY AVAILABLE

The treatment of integrating resources under the new guidelines differs from that for conventional serials. It is recognised that the updates involved in an integrating resource may not contain stable titles, or indeed any titles, and that the whole resource can change as a result of the update. Accordingly it is proposed that these updates should not need a new catalogue record. The treatment proposed has traditionally been called ***latest entry***. This would mean that in the case of a title change, the title of the existing catalogue record would be amended to reflect the change in title, and the previous title would be reflected in another field. **There is no new record**. This process can be repeated several times in the lifetime of the resource and will be known as ***integrating entry*** where applied to integrating resources.

Retitling the ISBD(S) standard

There has been considerable discussion about the advisability of retitling the standard. The difficulty of dealing effectively with integrating resources without recognising them in the title as a major new category, seems clear. Retitling was proposed as essential to signal the significant changes, and adaptation to new forms of publishing, which is taking place.

International Standard Serial Number (ISSN) aspects

The General Assembly and Governing Board of the ISSN Network have ***agreed*** to broaden the scope of the definitions of ISSN and serials accepted by the ISSN Network. This is in line with decisions taken earlier by the ISBD(S) Working Group and will advance the harmonisation of serials standards in a significant way.

The new definition of ISSN reads as follows:

> *Each ISSN is a unique identifier for a specific continuing resource. ISSN are applicable to most continuing resources, whether past, present, or to be produced in the foreseeable future, whatever the medium of production. Continuing resources are issued over time with no predetermined conclusion. ISSN are assigned to the entire population of serials and most integrating resources.*

This extends the scope of ISSN and ensures the standard will be able to deal with electronic serials and digital material generally.

Taken together, the moves described represent a significant advance in the harmonisation efforts of the ISSN, ISBD and AACR constituencies.

International Standard Serial Title (ISST)

A further initiative has been developed by Regina Reynolds and Jean Hirons of the Library of Congress. The proposal is that **an International Standard Serial Title (ISST) would replace the existing key title *and uniform title*.** The ISST would still be administered by the ISSN Network, would be inseparably linked to the ISSN, and would continue to perform the functions of the key title, but would also:

- replace the uniform title for serials and carry out the functions which the uniform title performs now
- be assigned to every serial title
- be assigned provisionally by cataloguers everywhere, not just by the ISSN Network (although it would always remain provisional until confirmed by the appropriate ISSN Centre).

The **benefits of the International Standard Title** are currently seen as follows:

- to provide stability, as only a change in the IST would need a new record

- to increase efficiency, because for minor title changes, the title proper could be amended without the need to create a new record or change the IST.
- enable integration of national cataloguing with ISSN cataloguing – one record would be able to fulfil both functions (longer term).

However, this proposal is at a preliminary stage and has not at the time of writing been adopted by the ISSN Network or agreed by the standards agencies or groups mentioned. It remains an interesting possibility for the future!

The way forward

I would like to suggest that the way forward has two main aspects:

- As you know, there has already been wide consultation and discussion of the new guidelines. However, my colleagues and I would still welcome any comments which you might like to make, as we are conscious that this is a dynamic situation. The ISBD Review Group, chaired by John Byrum of the Library of Congress, is keeping a watching brief on all comments received, and I shall be pleased to pass on to John any comments which come in. They will be carefully collated and held in readiness for the next edition of the ISBD(CR) standard.
- Secondly, I know we all want to take best advantage of the new context, and the changing standards. In the UK we are awaiting confirmed dates for availability of the new guidelines, particularly perhaps the revised serials chapter in AACR2. The Library of Congress has at the time of writing adopted 1st December 2002 as its implementation date. The question of implementation is an important one, and I believe that, now we can expect all three revised standards to be published by the end of calendar 2002, this is one which we all need to think about in a serious way.

If I can leave you with those two suggestions for the future, may I just end by thanking you very much for your attention today, and inviting any comments or questions which people might like to bring forward. Thank you.

Paul
Paul Bunn
Scholarship and Collections
The British Library

18 August 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**148-162(WS)-E**
Division Number:	**IV**
Professional Group:	**Cataloguing with Serial Publications - Workshop**
Joint Meeting with:	**-**
Meeting Number:	**162**
Simultaneous Interpretation:	**-**

Editing ISBD(CR): approach, scope, definitions

Edward Swanson
Manager, Contract Cataloging Program
MINITEX Library Information Network
Minneapolis, Minnesota USA

My responsibility on today's program is to give the background of the development of the International Standard Bibliographic Description for Serials and Other Continuing Resources or ISBD(CR).

At the 1997 IFLA Conference in Copenhagen, the IFLA Section on Cataloguing decided to form a working group to look at the existing second edition of the International Standard Bibliographic Description for Serials to see what sorts of changes might be made to it, particularly in the light of other developments taking place in the serials and cataloging communities.

The objectives of the project included:
(1) to reflect consideration of pertinent recommendations of the Functional Requirements for Bibliographic Records Study Group and pertinent provisions of the ISBD for Electronic Resources approved in 1997;
(2) to set forth and reflect contemporaneous definition and theory of seriality, taking into account the emergence of ongoing electronic publications;
(3) to reconsider the propriety of basing the bibliographic description of serials on the first issue to be published, and the concept of "chief source" for serials;
(4) to consider areas of the description in which identification of data may be more desirable than transcription;
(5) to take into account the emergence of metadata standards and proposals that have been developed to provide a basic level of access to and description of remote electronic resources;
(6) to provide new and updated examples;
(7) to consider the suggestions of serials experts, both individuals and organizations; and,

(8) to achieve harmonization with the draft standard of the ISSN manual, including ISO standard 3297, and to take into consideration developing ISSN network practices for electronic publications.

Appointed to the working group were Ingrid Parent as chair, Paul Bunn, Zlata Dimec, Ton Heijligers, John Byrum, Dorothy McGarry, Ljudmila Terekhova, and Reinhard Rinn from the IFLA Section on Cataloguing, Elise Hermann from the IFLA Section on Serial Publications, Alain Roucolle from the International ISSN Centre, and me as editor. During the work of the group, Karen Darling replaced Elise Hermann and Alex Bloss was added as a member.

In addition to these members, a number of others were appointed as resource persons and corresponding members, among them Jean-Arthur Creff, Unni Knutsen, Jean Hirons, Regina Reynolds, Judith Kuhagen, and Françoise Pellé.

In April of 1998 a preliminary planning meeting was held at Die Deutsche Bibliothek in Frankfurt. No real work on the standard was done at this meeting, because only four members of the working group were present, but they did review the charge to the group, the list of resource persons and corresponding members was discussed, and it was decided to establish an electronic mailing list for the working group, which ultimately served as the main mechanism for discussions by the group.

The working group held its first official meeting during the IFLA General Conference in Amsterdam in August 1998.

The major issues discussed at this meeting included, first, key title issues. It was felt that the problems with key titles were the same as they had been 20 years earlier, namely the difference between description and identification. It was felt that what needs to be done is to define a unique title that defines what a particular work is, so that an identical identification of what is being cataloged can be achieved. The question for the working group is which title is this unique title?

Second, the working group discussed the question of major versus minor changes in title, and decided that the new ISBD should redefine those conditions under which a title is considered to have changed. Third, a brief discussion was held on electronic databases and Web sites, the result being that if the group decided to include these types of material in the ISBD, the definition of serial would need to be reworked.

The final topics that were discussed were the need to determine exactly which issue is to be used as the source of the description, the existing ISBD(S) being less restrictive than the national cataloging codes tend to be, and how to deal with works that appear in multiple manifestations.

In anticipation of the group's next meeting, which was scheduled to be held in Copenhagen in November 1998, assignments were made to prepare position papers on a variety of topics, including the scope of the ISBD(S), the definition of a serial, the sources of description, changes requiring new records, creation of records for manifestations of works, identification versus transcription, and relationship of title practice between ISBD(S) and ISSN.

Also present at this meeting was Judith Szilvássy, who had chaired the working group that produced the second edition of ISBD(S). She spoke about the work of that group, including its attempt at trying to merge the title proper and the key title and other problems that they had faced during their work.

The Copenhagen meeting, held November 23 and 24, 1998, began with a discussion of the objectives of the ISBD(S) standard, in other words, what does the standard do, why is it being revised, and whom does it serve?

The meeting then turned to a discussion of the submitted papers. The paper dealing with the scope of the ISBD(S) recommended that the standard be expanded to encompass traditional serials as well as serial-like or ongoing entities such as loose-leaf services and databases. It was pointed out that if this was decided upon, new definitions would need to be worked out and it might be necessary to have two sets of rules. The group agreed that the scope of ISBD(S) needed to be expanded to include these additional types of materials.

The definition of "serial" was discussed next. The working definition that was decided upon was, "a bibliographic resource in any medium that is usually intended to be continued indefinitely. Serials include: 1) resources, often bearing numeric and/or chronological designation, that are issued in successive parts (e.g., periodicals, newspapers, annual reports, almanacs, monographic series, newsletters of an event, etc.); 2) single cumulative resources that are updated or added to (e.g., databases, Web pages, loose-leaf services, etc.)." The following speakers will discuss this definition in more detail.

Recommendations adopted on the basis of the position paper on sources for description included (1) the use of the first available issue as the basis for the description when the first issue is not available; and, (2) expanding the list of chief sources of information to accord with the list in AACR 2. Two other proposals were not agreed to: first, no decision was taken on the proposal to change the title proper in the description when a minor change in title occurs; and, second, how to deal with the later publication details when the place or publisher changes. Four positions were discussed: (1) leave the earliest information in area 4; (2) provide sequential places and publishers in area 4; (3) change to the latest information in area 4; (4) no opinion. The group was quite evenly divided between options 1 and 3, so it was decided that no final decision would be made at this point.

Several proposals for major and minor changes were discussed. Although several of these were agreed to, it was decided that consultation with the ISSN group and the Joint Steering Committee was necessary before coming up with the final list.

The working group decided that their preference would be for a separate ISSN and record for each physical form of a title that appeared in multiple formats.

The next major meeting was held in San Antonio, Texas, USA, in January 2000, immediately preceding the American Library Association Midwinter Meeting. The meeting began with a review of what was happening in the ISSN community and in the Joint Steering Committee with regard to serials cataloging.

Following on this the Working Group reviewed a series of position papers prepared by the Editor. The first dealt with the scope of the revised ISBD. The Working Group agreed to the proposals included in the position paper on scope, namely that it be expanded to include all types of continuing publications, that it incorporate the concept that seriality is a condition of publication, not a form of material, that examples be included from all types of materials, and that, as appropriate, special rules that have application to only one type of continuing publication be included with the general rules for that particular area of the description (e.g., the special rules for recording the title proper of a loose-leaf publication be included with the general rules in the title and statement of responsibility area).

A related decision taken at this meeting concerned the title of the standard. It was felt that the new title needed to reflect the fact that more than just serials were included, but at the same time provide a link with the previous standard, so it was decided to use International Standard Bibliographic Description for Serials and Other Continuing Resources. This led to a discussion about the abbreviated form, and ISBD(CR) was decided upon, the members feeling ISBD(SOCR) was not quite appropriate.

The Working Group reviewed its definition of serial to more closely align it with that used by ISSN and the JSC and also discussed definitions for "bibliographic resource", "continuing resource", and "integrating resource".

A decision on the use of the first issue versus the latest issue was postponed pending additional discussion at the Joint Steering Committee. A substantial portion of the meeting time was spent discussing major and minor changes. Working from the idea that the ISBD(S) defined major changes as any changes to the title proper "that are not minor", the group developed a list of the types of changes that should be considered to be minor, from which listing another listing of major changes could be developed.

A document received from the Dutch Cataloguing Committee was discussed. Of particular interest were their comments on the edition area, but no further action on this topic was taken.

The final major discussion at this meeting related to the proposed International Benchmark Title, which is a part of a package including decisions on major and minor changes, first versus latest issue cataloging, and changes in area 4. The consensus was that such a proposed title, against which title changes could be checked to see if they constitute major or minor changes, was important. After much discussion it was decided to try to put together a pilot project to see how such a title would work, its relationship to the key title, use of corporate body names as qualifiers, changes to publisher and place of publication, etc.

A key step in arriving at the final form of ISBD(CR) was the so-called Meeting of Experts held at the Library of Congress in November of 2000. At this meeting 16 individuals, representing the Joint Steering Committee for Revision of the Anglo-American Cataloguing Rules, the ISSN Community, and the ISBD(S) Working Group met to try to harmonize the decisions about several of the main topics each was considering in its current revision work.

The group agreed on definitions for "continuing resource", "integrating resource", "serial", "updating loose-leaf", and "numbering" for use by all three groups. In addition, time was spent discussing successive versus latest entry.

Final decisions were made of the types of changes that would constitute major changes and those that would constitute minor changes. Issues relating to title transcription included a decision to follow ISSN practice of choosing the full form when both the full form and an acronym or initialism appear in the chief source of information. Also agreed to was the policy of omitting from the title proper dates, names, numbers, etc., that vary from issue to issue. Other topics included the omission from the title of words that link the title to the designation, the choice of title proper when there are multiple titles in different languages, and common title/section title and series/subseries.

The question on changes in the publisher statement was raised. The group felt that more consultation was needed and that it was too early to take a decision at this point.

With regard to the International Standard Serials Title, it was agreed that a coordinating group would be set up under the direction of ISSN to study this.

Areas needing harmonization that were not addressed included romanization schemes, the edition statement and dependent title questions, and the possibility of return to latest entry cataloging. With regard to the last, point it was felt that this should be deferred until we have some experience with latest entry cataloging for integrating resources.

Following up on the Meeting of Experts and reactions to its decisions by members of the Working Group, a final draft of the ISBD(CR) document was completed. This was distributed to the Working Group for their review and comments, from which the proposed final text of the draft standard of ISBD(CR) was created.

In the spring of 2001, this draft standard was posted to IFLANET for worldwide review. Comments were received from some seven national committees, seven national libraries, the International ISSN Centre and one national ISSN centre, and four individuals.

The comments ranged in length from less than one page to a rule-by-rule analysis of the entire document. Each of these comments was reviewed to determine how it should be reacted to. In many cases the comments reflected items that had been discussed by the working group and either specifically incorporated into the text or explicitly rejected. Following this the text was reviewed in depth by Jim Cole, an expert in serial cataloging who had not been involved in the process of developing the standard, to give a fresh perspective to the document from the point of view of the user. A number of comments raised in the two review processes were distributed for resolution to the members of the working group by e-mail or at the final meeting of the group in Boston during the 2001 IFLA Conference.

Editorial work on the standard and the preparation of examples was completed during the autumn of 2001. During this time the draft standard also was examined for consistency with the ISBD(M) and to see how it relates to the Functional Requirements for Bibliographic Records. The final version was distributed first to the members of the Working Group for any final comments, following which it was distributed to the members of the standing committees of the IFLA Section on Cataloguing and the IFLA Section on Serial Publications for vote. On June 17 it was announced that the standard had been approved.

What did we accomplish? First of all, there now exists a standard that provides rules for dealing both with traditional serials in print and other formats and with those works that display serial-like qualities, such as loose-leaf publications and Web sites. Second, we have a standard that is in harmony with two other major international standards, the ISSN manual and AACR 2.

What is left to do? The work of the ISBD(S) Working group left some questions unanswered. One is how to deal efficiently with a sequence of publishers and/or places of publication. Another is the whole question of editions and edition statements. The question of a return to latest title cataloging still exists, as does the idea of establishing an International Standard Serial Title as a benchmark for title changes and linking purposes. Undoubtedly there are situations that will arise during the application of ISBD(CR) in real life that will require fine-tuning, and future technological developments may also have an effect on the rules.

The preparation of the second edition of ISBD(S) took seven years. The work to produce ISBD(CR) took just over four years from the time work actually began until it was available in the printed version.

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 152-162(WS)-E
Division Number: IV
Professional Group: Cataloguing with Serial Publications - Workshop
Joint Meeting with: -
Meeting Number: 162
Simultaneous Interpretation: -

ISBD (CR) and title changes - applied in practice

Unni Knutsen
National Library of Norway
Oslo Division

One of the issues that has been particularly addressed during the revision of ISBD(S) is title change. As of today the three different serials communities: AACR, ISBD and ISSN each have different sets of rules applying to title changes. With the increased exchange and reuse of records worldwide the need for harmonization in this field is apparent. It was therefore considered important to create a common regime for when changes require a new record due to major changes in the title and when a new record is not required due to minor changes. After thorough discussions and careful consideration of possible consequences the three communities reached a consensus on this issue. In my opinion this is one of the most important achievements made during the revision work.

The ISSN community has traditionally been the most flexible community in terms of not creating a new record when a serial changes its title. One reason may be that records are created for the purpose of identification rather than descriptive cataloguing; another reason may be that the key title allows more flexibility serving as a stable element for identification. There is of course also the desire not to have too many new ISSNs to cope with. Very roughly speaking the title changes now agreed upon implies more changes to the practice of the ISBD and AACR community than to the ISSN community.

The basic principle agreed upon is that only changes indicating a new work should result in a new record. One might consequently expect that when applying the new set of rules cataloguers will have to cope with fewer title changes. At least one could expect that some rather unnecessary title changes will vanish. The handling of serials is due to the increased flow of continuing resources more time consuming than ever. Still, human resources designated to do the actual cataloguing remain more or less at the same level. Will the new set of rules pertaining to title changes make a difference in terms of an increase in production? To get an impression of this I decided to conduct a small study.

As some of you will know Norway is part of the AACR community; consequently the national cataloguing rules are a translation of AACR2. The current rules for title changes are roughly speaking that a new record is created if the following occurs:

1. There are changes in the first five words (the first six words if the title begins with an article)
2. Important words (such as nouns, names of persons or corporate bodies, initialisms, adjectives etc) are added, deleted or changed (includes different spelling)
3. The order of the words is changed

All other changes including changes in punctuation and use of capital letters are considered minor changes and recorded in the note area.

Then even if the title remains the same a new record is created if the following occurs:

1. Any changes in the names of persons or corporate bodies when recorded as main entry
2. The name of persons or corporate bodies are recorded as main entry and a new person or corporate body becomes responsible for the document

The National Library of Norway - where I work - uses the shared catalogue BIBSYS (www.bibsys.no) as its catalogue. Approximately 90 Norwegian universities, colleges and academic libraries in Norway participate in BIBSYS. The serial holdings will consequently consist of international journals as well as of Norwegian serials subject to legal deposit. My study covered a selection of 500 title changes that have taken place in 2001. The distribution by language was as follows:

Language	Number of serials	Percentage
Norwegian	294	58,8
English	161	32,2
German	13	2,6
Danish	9	1,8
French	9	1,8
Swedish	7	1,4
Russian	3	0,6
Multilingual	2	0,4
Spanish	1	0,2
Lithuanian	1	0,2
Sum	500	100

Given the distribution shown above it is clear that the study will have some relevance to languages other than Norwegian.

In ISBD(CR) a new record is required in case of major change(s) in the title proper. The following are considered major changes:

1. When the addition, deletion, change, or reordering of any word occurs within the first five words (the first six words if the title begins with an article) of the title
2. When the addition, deletion, or change of any word occurs after the first five words (the first six words if the title begins with an article) and changes the meaning of the title or indicates a different subject matter.
3. When the corporate body, named anywhere in the title, changes

Other changes requiring a new record:

1. When the title proper is a generic term and the issuing body changes its name or the serial is issued by a different body
2. When the edition statement changes and indicates a significant change to the scope or coverage of the serial
3. When the physical medium changes
4. When a hitherto dependent title becomes independent.
5. When a serial is cumulated, and the cumulations bear the same title as the initial issues and are in the same language and the contents of the cumulations are significantly different
6. When a serial is formed by the merger of two or more serials
7. When two or more serials are formed from the split of a serial

As there were no integrating resources in my study I have left out the rules pertaining to this category.

In terms of major changes I found that to my surprise 477 titles (95,4 per cent) would still require major title changes when applying the new rules. It was, however, not always evident what actually caused the title change as often more than one rule could be applied.

Major title changes

Changes in the first five words

The by far most common reason for major title change was the addition, deletion, change, or reordering of any word occurs within the first five words.

Examples:
Amnesty International news
becomes
The Wire

Seasons of Norway
becomes
Wings of Norway

I must admit that some of the title changes seem quite unnecessary from a librarian point of view at least. My list of "most horrible changes" includes:

Bulletin of the Medical Library Association
becomes
Journal of the Medical Library Association

2000
becomes
2001

I think these examples show that there is indeed a need to educate the publishers in picking a relevant title and make title changes only when there is dire need!

Changes after the first five words

There were also a few examples of changes taking place after the first five words changing the meaning of the title or indicating a different subject matter.

Example:

Zeitschrift für Kinder- und Jugendpsychiatrie
becomes
Zeitschrift für Kinder- und Jugendpsychiatrie und Psychotherapie

Changes in the corporate body

Quite often the name of the corporate body is part of the title proper. If the name is changed in any way a new record is created.

Examples:

Bulletin of the Auckland Institute and Museum
becomes
Bulletin of the Auckland Museum

Bulletin mathématique de la Société des sciences mathématiques et physiques de la République Socialiste de Roumanie
becomes
Bulletin mathématique de la Société des sciences mathématiques de la République Socialiste de Roumanie

As expected I experiences some frustration towards agencies that change the name again and again for no apparent reason thus creating several major title changes that seemed utterly futile.

Generic term

135 titles changed because the title proper was a generic term and the issuing body changed its name or a new body issued the serial. This constituted 28,3 per cent of all major title changes.
Example:

Axis Biochemicals
Annual report…

becomes

Axis-Shield ASA
Annual report & accounts …

As can be seen from this example the new or changed issuing body often seizes the opportunity to change the title proper thus creating a situation where two factors inflict a major title change.

Change of physical medium

Despite the fact that my survey contained quite a number of online resources I found only one example of a title change triggered by the change of physical medium:

Københavns universitet
Årbog

(From 1999 published CD-ROM and WWW)

Split and merges

Only a handful of title changes came as a result of splits or merges.

Example:
Surface coatings international is split into:

1. Surface coatings international. Part A, Coatings journal
2. Surface coatings international. Part B, Coatings transaction

Vennebud and Vennebåndet merges intoVennehilsen

Minor changes

The list of what causes minor changes in ISBD (CR) is relative comprehensive. As mentioned earlier I was a bit puzzled by the fact that I only detected 23 incidences of minor title changes. This only amounted to 4,6 per cent of the total number of title changes. It might be that I was a bit hesitant to use the rule: "In case of doubt, consider that the title has not changed", but I do not think a more radial approach would have changed the picture considerably. The rules that I did apply were:

One spelling vs. another

For one reason or another I only came across examples in Norwegian

Norges Kommunikationer
becomes
Norges communicationer

Nordlændingen
becomes
Nordlendingen

An acronym or initialism vs full form

Examples:

Verkehrsrechts-Sammlung
becomes
VRS

British journal of obstetrics and gynaecology
becomes
BJOG

The change involves the name of the same corporate body and elements of its hierarchy or their grammatical connection anywhere in the title (e.g. the addition, deletion, rearrangement of the name of the corporate body or the substitution of a variant form, including an abbreviation)

This is certainly a rule that will reduce the number of title changes. Around half of my candidates for minor title changes belonged to this category.

Examples:

Report / National Cooperative Highway Research Program
Becomes
NCHRP report

The addition or deletion anywhere in the title of words that indicate the type of resource such as "magazine", "journal", or "newsletter" or their equivalent in other languages

Even though I only detected five such incidences I think that this rule may prove very useful.

Examples:

Tappi
becomes
Tappi journal

Dansk presse
becomes
Magasinet Dansk presse

Concluding remarks

A selection of 500 titles will, of course, not give a fully representative picture. Another study might consequently show somewhat different results. Even though I was a bit surprised that the percentage of minor title changes was not higher it is evident that some unnecessary title changes have been removed. More important is the fact that when the three library communities apply the same rules it will be much easier to reuse bibliographic data. All in all I am convinced that serial cataloguers will highly benefit from the new set of rules pertaining to title changes once they learn to use them.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**111-163-E**
Division Number:	**I**
Professional Group:	**National Libraries**
Joint Meeting with:	**Information Technology**
Meeting Number:	**163**
Simultaneous Interpretation:	**-**

The Collection of Swedish web pages at the Royal Library - The Web Heritage of Sweden

Allan Arvidson
The Royal Library, The National Library of Sweden
Stockholm, Sweden

Abstract:

The Royal Library as since 1997 harvested the Swedish web space regulary. This paper discuss the evolution of the Swedish web since then. We also try to answer the question wether the collection gives a true picture of the swedish web, both with respect to geographical coverage and to various technical issues. We end by commenting on possible future development of web technologies and how that might influence the work.

The collection

The Swedish web has been harvested regulary since 1997. The harvesting as been done using automatic programs in order to collect as much as possible. This has yielded a number of "snapshots" of the Swedish web space from which some observations can be made.

The size of the "snapshots" has grown considerable since the start. In 1997 we harvested 6.8 million urls from 15700 web sites. The latest complete download in 2001 yielded 30 million objects from 126000 web sites. The first download occupied 140 GBytes of data, the latest 1335 GBytes.

The number of different document types has not risen very much. In 1997 there was 295 different mime types found, compared to 424 in 2001. The relative proportion of the different types however, has been remarkably constant. Html documents has remained around 50% throughout the period, with jpeg and gif pictures making up about 45%. These numbers has only varied by a few per cents during the period.

The web sites varies a lot in size, the most common size is one (1) document. The big web sites however, can have in excess of a million urls. These are universities and a few big web hotels. It should be noted however that web sites in excess of 100000 urls number only a few tens.

A true picture of Sweden?

The overall goal of the work is to acquire a collection of data which gives a true picture of the Swedish web space at the time of archiving. Has this been achived?

First we look at the "geographical" coverage. We of course harvest everything found under the Swedish top-level domain "se". But there is nothing to stop a Swedish company or person to register a domain under the international top domains "com", "org" and "net". Also, many countries allow (nearly) anybody to register a domain under their top domain. In Sweden the domain "nu" has become very popular because of its Swedish significance (*nu*, means *now* in Swedish). Special efforts has been made to identify domains registered under these top domains which can be considered Swedish in some respect. How succesful these efforts have been is hard to know. Also, there are certainly a lot of Swedish material located under other country codes. One serious problem here is the organisations registering domain names as a rule doesn't reveal the identity of the domain owner. We know that at least half of the Swedish domains are registered under non-"se" names. Nevertheless we think that our coverage is at present rather good.

Tuning to more technical problems; harvesting material consisting of static pages linked by standard html links is easy. However, an increasing number of other techiques are being used, javascript, flash etc. Scripting techniques, like javascript, cannot in principle be succesfully treated since the result of executing the script can depend on many things, e.g. type of browser. Flash is using a plug-in and is also a proprietary format, making any attempt at harvesting such pages very difficult.

Another difficult problem is webservers that tailors its pages for each individual user. Using e.g. cookies the webserver gives each user a unique page; trying to phantom the users interest etc. The problem is of course: which users web is to be saved?

A serious problem is all types of interactivity: games, databases access by searching on key words etc. Here the harvesting robots fall short. All this material is in practice lost.

To answer the question posed above; we think that our "geographical" coverage is good, as is the harvesting of pages with simple html-linked static pages. We have very little of the dynamic web, i.e. all sorts of sites where there is a dialogue between the user and the webserver, e.g. intaractive games. The static cases mentioned above is dominating the web and we don't miss an awful lot where numbers is concerned. It is rather that we miss a certain type of material more or less completely.

The Future

In the future we can expect more use of interactive pages, non-html techniques (scripts, plug-ins etc). The development of new web publishing techniques give very little, if any, thought to preservation. Also, we can expect voice to be used to navigate the web, needing a new type of harvesting software. There is also another, more serious threat. Most techniques used on the web utilize open standards published by IETF and W3C. It is the authors feeling that it is not necessarily in the interst of the major players to support the use of open standards and there is a real threat that the web will by monopolised by a few actors, using proprietary, closed standards, making this kind of work very difficult.

Conclusion

Despite all the difficulties mentioned above it is possible to get a reasonable snapshot of the web without too much difficulty. We miss a lot of e.g. interactive pages that's true, but that doesn't make what has been saved worthless. There are many aspects of human activities which are lost forever, but doesn't make the medieval manuscripts useless when we try to understand what was going on back then.

68th IFLA Council and General Conference
August 18-24, 2002

Code Number:	**116-163-E**
Division Number:	**I**
Professional Group:	National Libraries
Joint Meeting with:	Information Technology
Meeting Number:	**163**
Simultaneous Interpretation:	-

Archiving the Web – some legal aspects

Alenka Kavčič-Čolić
National and University Library
Ljubljana, Slovenia,
E-mail: alenka.kavcic@nuk.uni-lj.si

Abstract:

Technological development has changed the concepts of a publication, reproduction and distribution. The legislation, together with the Legal Deposit Law does not incorporate these changes, and is very restrictive in the sense of protecting the rights of authors of all electronic publications. National libraries and national archival institutions, being aware of their important role in preserving of the written and spoken cultural heritage, try to find different legal ways to its realization. The paper presents some legal aspects of archiving the web pages, concerning the harvesting, providing public access to them, and long-term preservation.

Keywords: world wide web, web pages, electronic publications, legal aspects, legal deposit, national libraries

1. INTRODUCTION

The report of the Committee on Intellectual Property Rights and the Emerging Information Infrastructure, the Computer Science & Telecommunications Board, and the Commission on Physical Sciences, Mathematics, and Aplicatons: *The Digital Dilemma: Intellectual Property in the Information Age* (1999) lists three characteristics of the technological development which had effect on drastic changes in economics of information: (1) information in digital form has changed the economics and character of **reproduction**, (2) computer networks have changed the economics of **information distribution**, and (3) the World Wide Web has changed the economics of **publication** [Samuelson & Davis, 2000].

The digital nature of electronic publication has changed the concept of **reproduction**. Never before was possible to cheaper and faster reproduce a publication without the loss of quality. Electronic copies are identical to the original.

Digital networks have brought an end to the traditional meaning of **information distribution**, which had to do only with *tangible materials*. The control of booksellers over the destiny of any material ended at the point of receiving the payment or the subscription fee. In the physical sense, the new owner could do whatever he wished with the book he had bought, sell, loan, or even destroye it. In the legal practice this is known as the *first-sale rule*. It is no longer so with electronic publications. The possibilities of their reproduction are not limited, therefore for the purpose of accessing certain material there has to be established a continuing bond between the author or the provider and the end user in the form of a contract or a licence in order to avoid breaking the copyright and endangering the commercial interests of the carriers of copyright. Such contracts of course are time limited, i.e. after their validity ceases the user loses all rights of accessing the contracted material.

The development of the internet has also changed the meaning of a **publication**. Today, anybody can be author or publisher of an electronic publication. The statistics show that the average life expectancy of a web page moves between 44 days and 2 years, and that very few of those have changed their contents in one year [Kenney ... et al., 2002]. Such vast creativity causes difficulties in controlling the rights of individual authors.

We are aware that the legislation has changed slowly, by all means slowlier than the information technology. Most legislative systems have not foreseen the technological development in the direction of electronic publications and still use the traditional concepts of a publication and its reproduction and distribution, which are useful only in case of tangible publications. The best proof of that is the legal deposit legislation.

2. LEGAL DEPOSIT LAW

While the form and carriers of a publication have changed over the centuries, the basic functions of national libraries have remained almost unchanged. During the last hundred years their most important task has been the preservation of written and spoken cultural heritage. This function is in most countries supported by the Legal Deposit Law. The content of this law, however, varies from one country to another.

In most European and some other countries (Canada, USA, Australia) the Legal Deposit Law covers mainly printed materials and electronic documents on physical carriers. The exceptions to this rule are Norway and Denmark, where the Legal Deposit Law also includes the networked publications, and Switzerland and the Netherlands which have no such law at all [Martin, 1999].

Every national library has its own way of fighting to obtain the national collection. The co-operation with the publishers and publishers' unions is becoming a more and more important approach in this respect. In the Netherlands, for example, there does not exist a legal deposit law, however, they do have an agreement with the Publishers' Union which enables them to receive legal deposit. Another example are the project ELEKTRA and EVA in Finland. Such examples show that the national libraries have taken upon themselves to respect the conditions set by the publishers, e.g. access moratoria, controlled or limited access, etc.

Within the CoBRA+ programme a Joint Committee was set up to represent the CENL (Conference of European National Librarians) and the FEP (Federation of European Publishers). The task of this commission was to find a form of co-operation, which would be acceptable for both, the publishers and the national libraries. The result of the negotiations is the *Code of practice for the voluntary deposit of electronic publications*.

The contracts with the publishers can regulate the access to individual documents, however, they are not a solution in the case of capturing the entire web. In Australia, for example, within the framework of the project PANDORA, an excellent methodology (including the forms and accurate instructions) for a selective processing of electronic publications from the web was developed. However, the legal and administrative processes are complex, and their finding was that the web capturing is five times as expensive than the purchase of the printed materials [Bergamin, 2000]. The number of electronic publication is growing much faster than the number of printed ones. In Europe there can be found some examples of a non-selective approach, i.e. capturing the entire web. We would like to mention Kulturarw3 in Sweden, and Finland where a web harvester has been developed in the project NEDLIB. In the USA a non-profit company Internet Archive has been systematically collecting the entire web since 1996. [Kavčič-Čolić, 2001]

Earlier practice has shown that the national libraries and archival institutions cannot wait to see the legal deposit law change and feel it is their responsibility and duty to take certain actions towards the preservation of the present for the future. While doing this they should respect the current legislation in the field of copyright.

3. ARCHIVING THE WEB

Archiving web pages requires attention on three aspects which have different legal basis: (1) the procedure of harvesting the web pages and electronic documents on the internet; (2) enabling the public to access them; and (3) their preservation for the future.

3.1 Harvesting the web

In the countries where legal deposit legislation does not cover the intangible electronic publication the building of the national collection is regulated by the copyright legislation.

What in fact means copyright? In the USA the copyright is "the limited monopoly created for the purpose of providing people with a financial incentive to create copyrightable materials, to create works of literature, art, ...", in Europe it means "the right of every author to control the reproduction of the products of his or her own brain [...and] is seen [...] as an extension of the author's personality" [Strong, 1994]. Both statements are two different sides of the same concept of copyright protection.

The foundations of the current copyright protection have been set at the international conference in Bern in 1886. The last revision of this convention happened in Paris in 1997. The most important article concerning the copyright is 9(2) which states that "the national legislatures may authorise the reproduction of copyright works in 'certain special cases, provided that such reproduction does not conflict with a normal exploitation of the work and does not unreasonably prejudice the legitimate interests of the author' [Wall, 1998, p.338]". In 1967 the World Intellectual Property Organisation (WIPO) was established which took responsibility for administering of many international conventions and agreements on intellectual property and copyright, among them also the Bern Convention. The most important WIPO conference took place in Geneve in December 1996. It focused on possible changes of the Bern Convention. They proposed, among others, the right of the users to "browsing, concerning viewing of screened material without permission" [Wall, 1998, p.339]. Naturally, the publishers' lobbies were stronger, and this right has not been given consideration even in the Directive 96/9/EC of the European Union on the legal protection of databases nor in the Directive 2001/29/EC on the harmonisation of certain aspects of copyright and related rights. In the latter, the following rights of authors have been stated:

- "[...] **right to authorise or prohibit direct or indirect, temporary or permanent reproduction** by any means and in any form, **in whole** or in part;
- [...] **right to authorise or prohibit any communication to the public** of their works, **by wire or wireless** means, including the making available to the public of their works in such a way that **members of the public may access them from a place and at a time individually chosen by them**;
- [...] **the exclusive right to authorise or prohibit any form of distribution to the public by sale or otherwise** [...]" [emphasis added].

The 5th Article of the Directive states the exceptions which are "in the public interest for the purpose of education and teaching", specifically "for private use and for ends that are neither directly nor indirectly commercial, on condition that the rightholders receive fair compensation". The reproduction is limited to parts and does not cover whole documents.

Within the EU legislation the works under copyright are computer programmes, interfaces, databases and all author creations regardless of their carriers. Web pages as such are not mentioned in these directives. As a group of files which form a unity, they belong among author works and can therefore be included into the Copyright law. The Copyright Licencing Agency in the Great Britain states that "The World Wide Web is subject to copyright, and Web pages are themselves literary works"[1]. Any collecting or archiving of these materials, without the permission of the author or copyright holder is against the law. Exceptions are individual data, government publications which belong into the public domain and other publication in which it is explicitly stated that their reproduction is allowed. Any further use of such publications requires the citing of the source. The rights of authors are limited to their life plus 70 years after the death of the author.

Since the operation of many applications means that the reading the electronic documents or accessing the databases requires automatic reproduction of certain elements or even the whole application to the network or to a computer, the Directive 96/9/EC, which regards the computer software and databases allows the temporary reproduction as exception, in the sense of caching, hosting, and browsing.

In the case of the electronic publications where the access has been enabled through a licence, there could be negotiated with the publisher an agreement on the transfer of the whole collection with the goal of preservation of the material.

3.2 Enabling the public to access the electronic documents including web pages

On the basis of the Article 19 of the United Nations' Universal Declaration of Human rights "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to *seek, receive and impart information and ideas through any media and regardless of frontiers*" [italics added].[2]

We would like to mention two more statements by the IFLA Committee on Free Access to Information and Freedom of Expression (FAIFE)[3]:

---

[1] URL: http://www.cla.co.uk/copyrightvillage/internet.html
[2] URL: http://www.faife.dk/
[3] Ibid.

- "Libraries provide access to information, ideas and works of imagination. They serve as gateways to knowledge, thought and culture."
- "Libraries have a responsibility both to guarantee and to facilitate access to expressions of knowledge and intellectual activity. To this end, libraries shall acquire, preserve and make available the widest variety of materials, reflecting the plurality and diversity of society."

The European Copyright User Platform (ECUP) has also adopted a Position Paper which "purpose was to outline and justify the lawful uses of copyrighted works by individuals and libraries in the electronic envirnoment" [ECUP, 1997, p.386].

But the European legislation does not support free access to materials without the permission of copyright holders. The Directive 2001/29/EC as well as the Directive 1996/9/EC both state the exclusive right of authors the right to make the work public, including the right to give the public access to it.

From our point of view it is important the article 3 of the Directive 2001/29/EC, which defines "the right to authorise or prohibit any communication to the public of their works, by wire or wireless means, including the making available to the public of their works in such a way that **members of the public may access them from a place and at a time individually chosen by them"** [emphasis added]. This second part protects any form of communication with the public or allowing the access to the members of the public which are not present at the place from which the publication or the access derive [Šetinc, 2001].

The same Directive in the Article 5 allows "specific acts of reproduction made by publicly accessible libraries, educational establishments or museums, or by archives, which are not for direct or indirect economic or commercial advantage". This exception is in agreement with the the doctrine of *fair dealing* characteristic for the anglo-saxon legislations (*fair use* in the USA), which "is generally thought to refer to restricting the amount of material which can be copied or used fairly so as not to damage the economic interests of rights owners" [Pedley, 1998, p.29]. The goal of the *fair dealing* is in fact to be "a balancing point between the rights of authors to exclusive control over their work and the rights of users to have free access to the ideas contained in those works" [Harper, 2001].

If we take into account the 19th Article of the United Nations' Universal Declaration of Human Rights, the mission of the libraries in providing acces to information and the *fair dealing* doctrine, then certainly the libraries should have not only the right but also a duty to give access to electronic material. Maybe national libraries and other archival institutions could achieve a compromise, should they manage to find adequate technological solutions to help them to make the copyrighted materials available to the public for on-the-spot reference use [Šetinc, 2001]. Similarly as with the physical materials the users could in the national library have the right to view the electronic materials without the right to copy it. This would enable the protection of commercial and other interests of the authors.

Harvesting the web does not mean giving the public the right to view it. Unless if it is explicitly stated in the web page or if a certain amount of time has passed, the protection of the copyright has ceased. The characteristic of the electronic publications however, is rapid growth and ephemerity. It is very likely that after some time none of the electronic documents will survive, mainly because of the technological and software development.

3.3 Preservation of the web pages for the future

For some years scientists have been researching the effects of time and technological development on the existence of the electronic publications. The project NEDLIB has dedicated special attention to this issue. The today's solutions for the long-term preservation are mainly: the museum approach (preservation of the technological and software environment to access the electronic publication), emulation (access to the document with an additional interface), and migration (the conversion of the application of the electronic publication to a higher version or a more contemporary application). Certainly a solution has to be found which concernes the existence of the carriers themselves. The migration and emulation require changes in the form of the document. In these cases it means violation of the copyright. Concerning the fact that the changes would have to be frequent, the document would need several interventions. In case this was left to the publishers and the authors, the question arises whether they would be interested to perform it. Many of them follow the needs of customers, which are focused to the latest literature. Therefore there is a great danger that a large part of this would be thrown away forever.

For this reason it is very important that the national libraries and national archival institutions collect and accept the responsibility for these materials. Very few, however, have a legislative background for such actions without the permission of the authors or the publishers.

4. CONCLUSION

The arrangement of the copyright individually, for every web page and with every author would require from the national libraries and other archival institutions a strict policy on selection, a lot of time, and human and financial resources. It involves the risk of losing a major part of important electronic documents on the web. Similarly as with the materials obtained throught the legal deposit, the national libraries should collect everything that has been published and which represents our cultural, historical and scientific image, regardless of the carrier. In the same way, these materials should be accessible to the public, even if only for reference use. Another important task of national libraries and archives is the long-term preservation of these materials, inspite the fact that this means a direct intervention in the document. The question is if this is allowed without the permission of the author or the publisher? According to the valid legislation, no. However, it is in the interest of the nation and mankind, which should urge the governments of all countries to uncompromisingly and as soon as possible accept such actions within the legal deposit legislation.

Most governments protect the commercial interests of the publishers and the authors. But they do not take into account the market itself which has already begun its own way of protecting itself with various technological means [Schlachter, 1997]. For this reason the national libraries and national archival institutions should receive greater government ald legislative support in their striving to preserve the whole written and spoken heritage on all carriers. This would enable these important institutions to uninterruptedly perform their duties in preserving the present for the future generations.

5. REFERENCES

Bergamin, Giovanni (2000): "A standard for the legal deposit of on-line publications". In: Connolly, Pauline A. (ed.): *The digital library : challenges and solutions for the new millennium* : proceedings of an International conference held in Bologna, Italy, June 1999. - Boston Spa : IFLA, Offices for UAP and International Lending, pp. 119-127.

CENL & FEP (1999): *Code of practice for the voluntary deposit of electronic publications*. URL: http://www.bl.uk/gabriel/fep (4-29-2002).

Committee on Intellectual Property Rights and the Emerging Information Infrastructure, the Computer Science & Telecommunications Board, and the Commission on Physical Sciences, Mathematics, and Aplicatons (1999): *The Digital Dilemma: Intellectual Property in the Information Age*. - Washington : National Academy Press. URL: http://bob.nap.edu/html/digital_dilemma/ (4-29-2002).

Directive 2001/29/EC of the European Parliament and of the Council of 22 May 2001 on the harmonisation of certain aspects of copyright and related rights in the information society. In: *Official Journal* L 167, 22/06/2001, P.0010-0019.

Directive 96/9/EC of the European Parliament and of the Council of 11 March 1996 on the legal protection of databases. In:*Official Journal* L 077 , 27/03/1996 P. 0020 - 0028

ECUP (1997): "Position on user rights in electronic publications". In: *The Liber Quarterly*, No.7, pp. 386-395.

Harper, Georgia (2001): *Will we need fair use in the twenty-first century?* URL: http://www.utsystem.edu/ogc/intellectualproperty/fair_use.htm (4-18-2002)

Kavčič-Čolić, Alenka (2001): "Elektronsko arhiviranje spletnih strani: nov izziv za nacionalne knjižnice". In: *Digitalna knjižnica*: [zbornik referatov] / ZBDS, strokovno posvetovanje, Radenci, 10-12 October 2001 : [Melita Ambrožič Chief Editor]. - Ljubljana : ZBDS, pp. 211-224.

Kenney, Anne R. ... et al. (2002): "Preservation risk management for web resources: virtual remote control in Cornell's project prism". In: *D-Lib Magazine*, 8(1). URL: http://mirrored.ukoln.ac.uk/lis-journals/dlib/dlib/dlib/january02/kenney/01kenney.html (1-2-2002).

Martin, Elizabeth (1999): Management of networked electronic publications : a table of status in various countries. - Ottawa : National Library of Canada.

Pedley, Paul (1998): *Copyright for library and information service*. - London : Aslib.

Samuelson, Pamela and Randall Davis (2000): *The digital dilemma: a perspective on intellectual property in the information age*, paper written for presentation at the 28th Annual Telecommunications Policy research Conference. URL: http://www.sims.berkeley.edu/~pam/papers/digdilsyn.pdf (5-13-02), p.7.

Schlachter, Eric (1997): "The intellectual property renaissance in cyberspace: why copyright law could be unimportant on the internet". In: *12 Berkeley Technology Law Journal* 15-51 [course packet]. URL: http://www.law.berkeley.edu/journals/btlj/articles/12_1/Schlachter/html/text.html (29-4-2002).

Strong, William S. (1994): *Copyright in the new world of electronic publishing*. Presented at the workshop*Electronic Publishing Issues II* at the Association of American University Presses (AAUP) Annual Meeting, June 17, 1994, Washington, D.C.. URL: http://www.press.umich.edu/jep/works/strong.copyright.html (4-29-2002)

Šetinc, Lenart (2001): "Nekatera avtorskopravna vprašanja digitalne knjižnice". In: *Digitalna knjižnica* : [zbornik referatov] / ZBDS, strokovno posvetovanje, Radenci, 10-12 October 2001 : [Melita Ambrožič Chief Editor]. - Ljubljana : ZBDS. - pp. 60-71.

Wall, Raymond A. (1998): *Copyright made easier*. - 2nd ed.. - London : Aslib.

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 090-163-E
Division Number: I
Professional Group: National Libraries
Joint Meeting with: Information Technology
Meeting Number: 163
Simultaneous Interpretation: -

Access to web archives: the Nordic Web Archive Access Project

Svein Arne Brygfjeld
National Library of Norway
Oslo, Norway

Abstract:

The national libraries of the five Nordic countries have carried out a project to find principles, methods and tools for access to archives of web documents. This project has resulted in a prototype of an access system where the user can browse, navigate and search in time and space. The access system is independent of the archive, and may easily be adapted to new running environments. Search engine technology and java-based user interfaces are essential to be able to give the wanted functionality to the user.

---

1. Introduction

One of the challenges for the international information preservation community is the archiving and long-term preservation of documents published on the World Wide Web (WWW). Related to the area of long-term preservation, we also find areas like harvesting the web and accessing web archives. The national libraries of the five Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) are all highly engaged in finding solutions on harvesting, archiving and accessing archives. These libraries have joined forces to investigate technology and methods on these areas, an initiative named "the Nordic Web Archive". For the last 18 months, most of the effort has been spent on finding ways of accessing web archives. Nordunet2 has supported this work, making it possible to run a focused project called "The Nordic Web Archive access project" (NWA).

2. Aims

The core aim of the NWA project is to implement an access system for large-scale web archives. This system shall support well known access methods like search, navigation and browsing. In addition, one wants it to be possible to browse and navigate through space and time. The NWA project is based on the assumption that there are several archives, and that each archive holds possibly several versions of a significant number of web documents. Such archives are likely to be constructed in various ways, and the design and implementation of the access system should be independent of the internal structure and architecture of archives.

3. Architectural choices

Starting the work on system architecture, one wanted to split the system into significant modules easy to identify an limit. In this way, one could enable distributed collaborative development work. The modules identified are listed below, and also shown in figure 1.

- Document input: The access system will receive XML-based documents from the archive for indexing. Those documents will also contain metadata on a Dublin Core format, foreseeing future support for OAI support. There are also some archival metadata available, like time of harvesting.
- Indexing: Organising the documents for searching
- Search engine: Component to support search in indexed documents and metadata
- Web interface: Component to support user interface based on using WWW
- Archive access: Component to support document delivery from the respective web archive

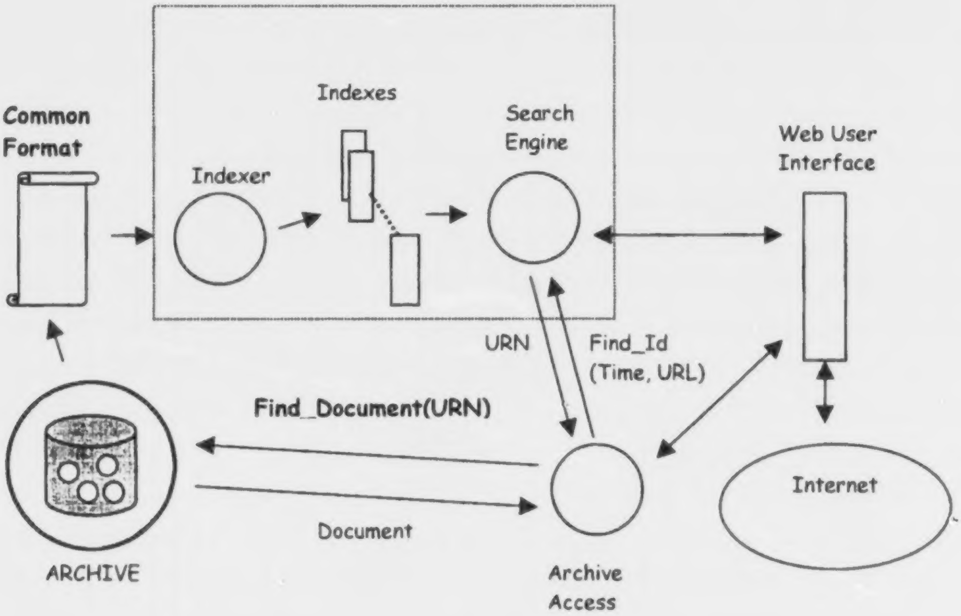


Figure 1.

4. Implementation strategies and solutions

First of all, it was wanted that the speed of the service should be as good as search engines available on the Internet. Thus, one realized it was a necessity to use a well-performing search engine to support search, navigation and browsing. Introducing such a software component has shown to simplify the development process significantly as well as giving the expected performance.
Furthermore, the implementation is highly modularised. Every module is relatively small, making it possible to do a re-implementation when needed. The approach also invites to modification of the functionality of the through introduction of new modules. Much effort has also been put into making a clean well define interface against the search engine. Porting to other search engines should therefore be also an overcoming task.

5. Archive interface

As pointed at already, access to web archives should be based on the same technology as access to the web. A web browser providing the same impression of the content as the original would be optimal.

6. Functionality

The user interface should support the well-known search, browse and navigate functions which users meet every day on the Internet. And in addition, it should also support those functions on several versions of documents, thus introducing the concept "search, browse and navigate through time and space".

6.1. Search

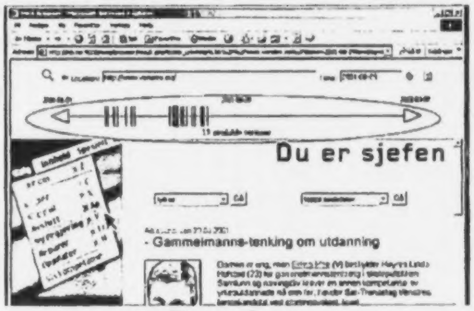
Search in the archive is based on the use of a dedicated search engine. The motivation to introduce a search engine, is to be able to offer a satisfying speed of operation for the user. Searching should be performed both on available metadata as well as the content of the documents. One of the challenges with respect to result presentation is the fact that one might get hits in several versions of many documents, expanding the already existing problem of large result sets.

6.2. Browse

As on the web, it should be possible for the user to browse the archive just by following links in the displayed documents. The user might also browse versions of a given document by use of the java-based time-axis shown in figure 2. Clicking on the arrow-heads will provide the previous or next version of the document from the archive.

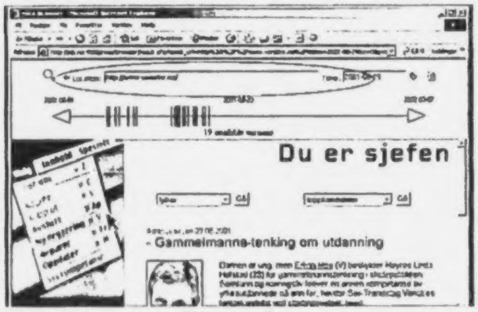
6.3. Navigate

By the use of known locators (URL's), the user should be able to locate and navigate in the archive. So given a point of time, the archive should provide a document when a user types the original URL of the document. On the other hand, given an original URL, the archive should provide a document related to a point of time when the user gives a point of time. These functions are made available through the *locator* and *time* fields in figure 3.


Du er sjefen

- Gammelmanns-tenking om utdanning

Figure 2.


Du er sjefen

- Gammelmanns-tenking om utdanning

Figure 3.

7. Further reading and links

[1] The Royal Library of Denmark, http://www.kb.dk

[2] The University and National Library, Helsinki, Finland, http://

[3] The University and National Library of Island, http://

[4] The National Library of Norway, http://www.nb.no

[5] The Royal Library of Sweden, http://www.kb.se

[6] Nordic Web Archive, http://nwa.nb.no

[7] Nordunet2, http://www.nordunet2.org

[8] Kulturarw3, The Royal Library of Sweden, http://kulturarw.kb.se/html/kulturarw3.eng.html

[9] The Wayback Machine, http://www.archive.org

[10] Zeitschrift für Bibliothekswesen und Bibliographie, Issue 3/4 2001

[11] NEDLIB project, http://www.kb.nl/coop/nedlib

[12] OAIS *Reference Model for an Open Archival Information System* http://ssdoo.gsfc.nasa.gov/nost/isoas/

[13] Extensible Markup Language, http://www.w3.org

[14] Open Archives Initiative, http://www.openarchives.org

[15] Fast Search and Transfer, http://www.fast.no

[16] Open Source Initiative, http://www.opensource.org

[17] RLG DigiNews 2001, Volume 5, Number 2, http://www.rlg.org/preserv/diginews/diginews5-2.htm

IFLANET
Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

GLASGOW 2002

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

A debate on the motion

"This house believes that the existence of separate libraries for special populations is a form of censorship".

Proposing the Motion:

John J Godber, Assistant Director, RNIB Technical and Consumer Services Division, UK

John Godber is a life-long consumer of library services for the blind: "I am ravenously hungry because there's not much on the menu if you don't read print."

In 1986 he became a fellow of the Winston Churchill Memorial Trust and was funded to research library services for the blind in USA and Canada. "I found real Braille books in actual public libraries which was a knock-out for a Brit".

What he learned in North America about what could be done, inspired him to work for change in the UK. In 1993, together with a small group of far sighted enthusiasts, he set up "Share The Vision" as a catalyst to bring together organisations from the voluntary and statutory sectors to begin some real working together for shared objectives.

"Share The Vision" has brought about a sea change in attitudes and provision in the UK. Services to blind people have begun to come out of the "institute" and get on the shelf in your local library.

Just when you thought it was safe to sign off your library plan, be prepared to tear it up and start again with a fresh, open mind.

Opposing the Motion:

David Owen, Director, Share The Vision, UK

- 1967-1980: various posts with Liverpool City Libraries, culminating in Assistant City Librarian
- 1980-1986: Director of Libraries, Manchester City Council
- 1986-1998: Director of Libraries and Theatres, Manchester City Council

Having not directed a single play, by 1998 the once young Turk had become a weary boring old fart and retired with his O.B.E.[= Other Buggers' Efforts]. But lo, Share The Vision advertised for a Director and he regained his youthful enthusiasm and ability to irritate and aggravate people around the world (including Ross Shimmon in Havana).
[Though he wouldn't mention it, he was one of the first to set up special facilities in a British Public library for visually impaired readers. Ed.]

Seconding the Motion:

Dick Tucker, Deputy Director, FORCE Foundation, Netherlands, and Secretary of the IFLA Section Libraries for the Blind

The habit of saying "Yes" to (almost) all invitations and ideas has lead to an odd career path: four years at sea, newspaper photographer, lecturer in drama and film, maker of films and educational materials. While in the Scottish Council for Educational Technology in the early 1970's, he got inveigled into the secret world of libraries - cataloguing rules, media resource centres and even copyright - and has never really managed to escape since. In 1984 moved to the Netherlands Institute for Audio-visual Media, and in 1990 began a three-year voyage of discovery of small company economics, which lead to the equally mysterious world of European Commission projects, mostly about libraries. Then follow six years of library and development projects with the Dutch Library for Visually and Print-Handicapped Students, including EXLIB, TESTLAB, CANTATE, HARMONICA, and the start of MIRACLE, before moving in 1998 to the FORCE Foundation. Now he is trying to apply some of the logic of all preceding items to developing production centres and libraries for the blind in Africa and the former Soviet Union.

Seconding the Opposition:

Alex Byrne, University Librarian and Deputy Chair Academic Board at the Sydney University of Technology, Australia, and Chair of the IFLA/FAIFE Committee

Worked previously in various remote areas of Australia in which he learned to plumb the depths as a scuba diver, a useful skill for those involved in freedom of access to information work. He did a great deal of work on library and information services for indigenous peoples, some of the most marginalised in the world. A taste for good red wine and bad jokes can be traced to a Celtic heritage.

Latest Revision: *July 04, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

IFLA Section on Document Delivery and Interlending Standing Committee Proposed Agenda

Glasgow, Scotland, Saturday, 17 August and Friday, 23 August 2002

Standing Committee I

08:30-11.20, Saturday, 17 August

- Introductions
- Approval of Agenda
- Approval of Minutes of SC Meetings in Boston, 2001
- Chairman's report – Mary E. Jackson
- Report from the Governing Board (GB) – Mary E. Jackson (Chair of Division V)
- Financial report – Mary E. Jackson
- Report from the Information Coordinator – Carol Smale
- Glasgow Conference
  - Open Session, Wednesday 21 August, 11:10 – 13:40
  - Translations of Open Session papers

  - Other Programs of Interest in Glasgow
  - IFLA Booth, Tuesday, 20 August, from 11:00 – 12:00
  - SC Dinner Friday evening at the Loop, 10 Bath St., 23 August
- Report from the IFLA Office for International Lending – Sara Gould
- Report on the Future of the Voucher Scheme Task Force – Mary E. Jackson and Poul Erlandsen
- Future work of the SC (proposal from Chair and Secretary emailed by Poul Erlandsen on 17 June 2002)
- Establishing subcommittees for:
  - Principles and Guidelines
  - Conference Programmes (Open Sessions and Workshops)
  - Newsletter
  - Strategic Plan
- Volunteer for Liaison to Division VIII, Regional Activities
- Plans for Berlin/2003 and Buenos Aires/2004 Conferences
- Other business

Standing Committee II

10:15-12:15, Friday, 23 August

- Report on Section's Glasgow Conference programme
- Complete planning for Berlin/2003 Conference
- Advance planning for Buenos Aires/2004 Conference
- Discussion of the desirability of holding a SC Business Meeting outside the IFLA conference
- Prepare budget request for Professional Committee
- Other business

Latest Revision: *July 12, 2002*

Copyright ©
International Federation of Library Associations and Institutions
www.ifla.org

IFLA
GLASGOW 2002

68th IFLA Council and General Conference
August 18-24, 2002

Code Number: 165-218-E
Division Number: -
Professional Group: Plenary Session IV
Joint Meeting with: -
Meeting Number: 218
Simultaneous Interpretation: Yes

Losing sight of the library child

Anne Fine

It seems to me entirely suitable that, coming to speak to you now, towards the end of the conference, I should be concentrating on the very last part of our sub-theme: investing in the future.

And, this, of course, is because I am a writer of fiction for young people, and fiction writers for children have a special interest in the future of books. The American writer Philip Roth speaks openly of his dispirited view of the state of reading. He claims the evidence is everywhere that the literary era has come to an end. He's quoted as saying: "There's only so much time, so much room, and there are only so many habits of mind that can determine how people use the free time they have. …Every year," he says, "seventy readers die and only two are replaced. That's a very easy way to visualize it." And he goes on to explain exactly what he means by 'readers'; and that is, if I understand him rightly, those people with the habit of mind that can lean towards "silence, some form of isolation, and sustained concentration in the presence of an enigmatic thing". "It is difficult", he goes on to say, "to come to grips with a mature, intelligent, adult novel."

Writers like me meet a lot of young people. We meet many who barely read at all, or only read when everyone else is reading, as may have happened with the craze of Harry Potter books But always, to cheer us, somewhere we come across the child for whom books mean everything – the child who curls up with a book at the first opportunity and becomes deaf to all around. The library child, for whom books are more real than the life that surrounds them.

In his wonderful piece of work on the effect of childhood reading, The Child That Books Built, Francis Spufford describes this brilliantly. He remembers, as an awkward, ill-at-ease fifteen year old, waiting in the rain for the bus home after one of his regular visits to the library. He opened Ursula Le Guin's novel, The Left Hand of Darkness.

"I read: '*Rainclouds over dark towers, rain falling in deep streets, a dark storm-beaten city of stone, through which one vein of gold wind slowly.'*

And he goes on to describe how 'the trials of my adolescent body went away, the literal drizzle falling on the real streets of Newcastle under Lyme receded, the passing streets of red-brick terraces were abolished. This was the lovely, sure, storytelling voice which can talk a world into existence, and have you crave a fictive life that seems clearer in its lines, and stronger in its colours, than your own, un-narrated, existence.

And many of us in this room know, both that feeling, and that, in childhood, we were of the lucky few that had that feeling. Sometimes it does seem there might be a "reading gene". We think ourselves fortunate. (Actually, we think ourselves blessed).

Listen to the New Zealander, Janet Frame, in her autobiography To The Island, writing about her childhood discovery of books:

"There was the other world's arrival in mine – the literature streaming through it like an array of beautiful ribbons through the branches of a green growing tree, touching the leaves with unexpected light."

But to find the books, you need the library. And so the passion for reading becomes a passion for the institution that furnishes this wonder.

Here are two lines from William McIlvanney:

"In the library for the first time…
Wonder for the taking, acres of promises."

Here's Randall Jarrell, on the Carnegie Library in Pittsburgh, speaking of a

"… country the child thought life
And wished for, and crept to out of his own life."

Here's Ray Bradbury:

"The library deeps lay waiting for them.
Out in the world, not much happened. But here in…a land bricked with paper and leather, anything might happen, always did. … Up front was the desk where the nice old lady … purple-stamped your books, but down off away were Tibet and Antarctica, the Congo…"

Small wonder, then, that in order to get at the books, many of us were prepared to show the sort of courage usually manifested only by people with forged papers trying to get past military checkpoints. When I was five – and seven, and nine, and twelve – you were only allowed to take out two books at a time. I used a little branch library in Hampshire, run by a lady librarian psychopath. She hated books. She hated children. And she appeared to most particularly hate children reading the books under her roof.

Taking them out of the library was a terrifying experience. She'd stand there, glowering, as you tried to get past her desk. "Only two! Only two!"

But bringing them back to exchange them was a positive nightmare. She'd snatch the book from you and peer suspiciously at the date stamp.

"But you took this book out on Monday and it's only Wednesday now."

"But I've read it, Miss. Honestly."

She'd hand it back.
"Well you can't have read it properly, can you? So you take it home and read it again."

So we must all be glad that libraries develop. That libraries change. And there has probably been greater change in libraries over my lifetime than the sense of real welcome now extended to the child. But for this to be a meaningful welcome to every child, regardless of their background, there are things that must always be borne in mind, and the first of these of course, as usual, is money.

If we have any financial resources at all worth speaking of, should we ever take money from the child who wants to use the library? Making children pay for damage to, or loss of, books, it seems to be me, must remain at the discretion of the librarian. One would hope that for first, and even second, mild offences, children would not be subject to financial penalties that would drive them away. I have, in my time, heard some sad stories about babies throwing books in the bath, dogs chewing out pages, or the library book being left in the holiday caravan, and Mum being so cross with having to pay the fines that she has told the child that he or she can no longer bring books home from the library.

But there will always be families who take advantage. And so, in order to protect library property from persistent theft of sheer careless damage, it seems to me that fines even for children may still have to stay (at least officially) even if only used, as one hopes, with discretion.

And I do have to say that here in Britain, at least, there does appear to have been a massive shift in the axis of thinking by librarians themselves on this matter of how much sheer respect the library should have as an institution, and therefore how much the individual user must tailor their behaviour to the general good. I have heard more than one children's librarian in the last fifteen years saying quite cheerfully, "Oh, we actually don't mind at all when our books "walk". We think it's rather nice that one of our readers cares so much for a certain novel that they go to the trouble of stealing it."

What a far cry this is from a tale told by Professor Richard Hoggart, describing his father-in-law refusing to lend him a library ticket to borrow a book Professor Hoggart needed for his academic research, pointing solemnly to the words 'not transferable' on the ticket.

So there's a whole spectrum of thinking on how, or even whether, to enforce respect for those library rules that were created for the greater good. But charging for requests is entirely a different matter. Libraries are supposed to care about people who want to read but have no money.

This is bad enough for some adults. I quote from a letter published in a national magazine in November last year:

"From this month, Bath Central Library has raised its reservation charge to 85 pence per book and added an extra 85 pence charge for national inter-loans, which are essential these days for most books of even mildly specialist interest. This is serious money for anyone living on income support of £52.50 per week. There seems little point in having access to vast bibliographic resources – (one may use this library's computers to search every catalogue and database on the Internet) - if one is deterred from borrowing by the size of the reservation fees for books that the local library chooses not to stock."

If this is true for an adult who wants to read, how much more true is it for a child. And I would like to call for free reservations for any child (as well as free reservations for anyone who can present the usual concession cards). This seems to me entirely in the spirit of the library as it was first conceived. And it makes readers. So often, what the child is looking for is yet another book by the same author whom they have just enjoyed reading. They have spotted this other title in a list of "other books by the same author" in the novel they've just brought back to the library. And we all know that it is very often one particular author who switches a child on to books. We writers hear it all the time. "He never read a book till he came across your Bill's New Frock. Then he read every single one of yours, and he's never stopped reading." "I reckon it was Russell Hoban who taught my daughter how to read." "She never bothered with reading till she discovered Helen Cresswell."

But even if the reservation and inter-library loan systems are free, the child won't use them if he or she either doesn't know about them, or doesn't know how to, or doesn't dare to, use them. And all of us have stood at library desks and heard this conversation:

The child in front of us asks, "Have you got - ? and names a book.

The adult says, "Have you looked on the shelves?"
It's tantamount, really, isn't it, to asking the child:

"Are you a halfwit?" Of course the child's looked on the shelf! Most children don't rush into asking help from adults whom they perceive as in authority, but whom they don't know well. They've probably looked on the shelf a dozen times. And in the spinners. And on the returns trolley. If a child is brave enough to ask for a book they can't find, then they need useful help.

The request card could so easily be designed to be child-friendly.

Suppose instead of all the mystifying things no child is likely to know, and which seems almost designed to intimidate them (Month of publication? Name of publisher? Price on publication? ISBN?) the request card was attractively designed, easily taken from a pile on top of one of the shelves, next to a box into which you could post it once you had filled it in.

Suppose it was simply written with blanks to be filled in. Suppose it said something like:

"I really want to read this book. I've looked for it in the library about (blank) times.

It's called ....
The author is
(Try and get these as close as you can.)
Other things that I know about this book are:

And I can't see most of you finding you have much of a problem, since the last librarian I spoke to claimed to have solved these three mysteries in the last week:

"It's got Angus in the title, and my dad says it should never have won that prize because it sounds so rude."

"I don't know what it's called, or who wrote it, but I do know it's covered in lovely shiny rainbowy circles."

"It's ever such an old book, and on telly the boy wore a velvet jacket with frills round his shirt neck, and he was American and his grandpa was grumpy."

The aims and intentions of libraries are always up for discussion. But with each change there always comes the opportunity to get things wrong. And since there seems to me to be nothing – nothing – more important than the future of libraries, I want to mention just a few of the changes that seem to me to have become common nowadays in areas where we must all think about whether there's some danger of throwing the baby out with the bathwater.

And on each issue, many of the people in this room may find themselves promptly thinking, "Well, this isn't relevant to us. We wouldn't even consider going far down this path."

You might not. But, be assured, not too far in the future, someone who works with you surely will.

So let me touch on a few matter briefly. One is the honourable desire to improve matters for everyone, to tempt everyone – absolutely everyone – into the library. And many libraries all over the world are making huge efforts in this direction.

But there are pitfalls waiting if we ever forget that the experience of libraries, as described by all those I've just quoted, is at heart an individual response. We forget the nature of the reading experience for the library child at our peril.

It is a good thing, for example, that a librarian should be able to look round a library with a clear eye and be able to say, fearlessly, "This library looks drab. See how old and battered the books are, all crammed in on the shelves, with nothing attractive showing."

But if you fill a library with brand new books in bright covers, and display them outwards, yes, you may attract five children who otherwise would not have read; but you must take very great care not to end up with five fewer books on the shelves for the passionate reader. And, be assured, a reader – a born reader – will have a different attitude to display than you will. I can recall going with a friend who had been a professional librarian for many years, and my own two young reading daughters, into the children's library in the capital city of a Caribbean island. We spent a good ten minutes in there, looking round, and then we left. As soon as we were out of earshot, my librarian friend burst out about the old-fashioned state of the library, the way the books were crammed in on the shelves, the sheer tired look of the stock. But later my two reading daughters and I confessed to one another that we had stood there thinking nothing more than, "Gosh, how brilliant! Look how many books they've managed to cram into one small room".

It's so important to have a lot of books. The way a child comes at reading is so much a matter or chance – of serendipity. To have a book somewhere in the system is one thing. To have it catch your eye as you walk past is another. That, after all, is part of the magic of titles. You see the title The Wind on The Moon, and you think, "What?" Even as an adult, I recall sliding the book called The Man Who Loved Children off a shelf in Edinburgh City Library our of pure curiosity, and found myself embarked on the extraordinary novel by Christina Stead I still consider to be one of the most powerful novels of the twentieth century.

And to understand just how important this matter of catching the eye is – "Oh, that looks interesting. What's that about?" – we need do no more than talk to people who work in schools for the blind and seriously visually impaired. Ask them. They'll tell you how very difficult it is to keep a child reading when they can't walk past a cover or a title and think, "That looks interesting!" When they can't browse – pick a book off a table or a display unit or the shelf, and look to see the size of print, the denseness of the prose, read the first paragraph, and see if they get gripped. All very well to have a list of available books on line. But how many of us in childhood begged for another book we'd heard about by our favourite author, only to be horribly disappointed to find that, this time, the author was aiming at readers much older, or much younger, than ourselves.

So, not too much obsession with a spacious, well-set-out artistic display of those books that are in the library. Far more important to have them at the library at all.

And not in the spare bedroom of the librarian, waiting, for weeks and months on end, to be looked at more thoroughly before being properly put into the system. If I had a pound for every brand new library book I've seen gathering dust in the homes of librarians I've visited, I'd be a richer woman than I am.

And not sold off for twopence in a library sale in the library foyer. This selling off of stock for peanuts annoys the taxpayers more than anything else that happens in libraries. As someone who depended utterly upon the library for my reading as a child, I felt disgusted when, exactly seven months after winning the Library Association Carnegie Medal for my novel Goggle-Eyes, a friend showed me the copy she'd bought that week from a library in quite a deprived area of the north east of England. For ten pence. Not a page missing. Perfectly good condition. Quite a few date stamps. So why?

It wasn't even exceptional. I've lost track of the novels I've seen being sold off, for the lack of which any library is very much the poorer. Who is making these decisions? What do they know about books? I recognise that libraries have finite space. That books don't last for ever. But only three weeks ago, I found myself ticking off a librarian because, on his sale trolley, was a perfectly fine copy of Beverley Naidoo's The Other Side of Truth, last year's Carnegie Medal winner.
Benedict King sighs as he tells the readers of a British journal that he has bought six volumes of Byron's collected letters and journals second hand and in excellent condition from a bookshop for an incredibly low price, only to find that they'd been thrown out of Lambeth Central Reference Library. Quite fitting that it's Byron, because it seems to library users that whoever is making these decisions is, as Lady Caroline Lamb once said of Lord Byron himself, "mad, bad, and dangerous to know".

Between 1989 and 1991 I wrote a trilogy of books for younger readers: A Sudden Puff of Glittering Smoke – with a genie in a ring; A Sudden Swirl of Icy Wind – with a genie in a bottle; and A Sudden Glow of Gold – with a genie in a lamp. Scattered throughout the texts are delicious, exotic proverbs I'd never read before I found them in book of Persian proverbs in Edinburgh City Reference Library. I was perhaps the first person for forty years to have opened that book. And it may never have been opened since. But gems from it are scattered through three books of mine that have been in print ever since, and found their way into practically every primary school in Great Britain.

Who is to say that book (no doubt a real front-runner in the eyes of any librarian wanting to clear a bit of space) had not, vicariously, more than paid its dues?

A week ago, I asked every single person I met in a week whether or not they used the library. I asked every single person, young and old, who said they didn't, why they didn't. A few openly admitted to not being readers. A few claimed the library wasn't open at times they could get to it. A few mentioned that they'd got out of the habit during the years of starved book funds in which there never seemed to be anything fresh to read.

But nobody, not one person, young or old, said anything at all about how the books were presented, how they were displayed.

In the children's section of a library, particularly, we have to cater to the individual reader, that passionate, sometimes introverted, strange child who has an inner life we may not even guess at until, twenty years on, he or she writes their first book. It was a vast and important change for the better that came about when it was finally accepted that many children thought of themselves as essentially non-readers, mostly because so many of the books in the libraries were – to use their own words – far too hard. Librarians quite rightly began to spend more of their book funds on reads that were easier, much more appealing and accessible. The sort of thing that will not frighten off the average child.

It's encouraging for them that they can find the latest series of formula books, being hastily tossed off by a host of separate authors, but all published under the same pseudonym. That they can pick up those easily marketable, two-exactly-the same-every-year novels by our most popular authors who have hammered out a formula that works, and churn out books one by one for a audience whose devotion to their work mirrors mine, as a child growing up in the fifties, to every deliciously readable dropping from the pen of the profilic Enid Blyton.
But it is so important to have, amongst these books, even in libraries in which they are rarely checked out, those strange, hard-to-market, slightly off-beat novels that appeal to only a very few of your readers, but will expand their souls. Young people are dark horses. We never know what's in them. In J.M. Coetzee's Youth, the thirteen year old sits doing his boring exercises in an English class, thinking about:

"What he would write if he could … would be something darker, something that, once it began to flow from his pen, would spread across the page out of control, like spilt ink. Like spilt ink, like shadows racing across the face of still water, like lightning crackling across the sky."

These children, too, need all we can offer them. We seem to feel no discomfort recognising a gift for, and nurturing excellence in, say, something like kicking a football. And yet as a society we seem to have become so uneasy recognising that some children are born to be richer, deeper readers than others in that sense so well described by Philip Roth, "sustained concentration in the presence of an enigmatic thing", and that our respective societies will be impoverished if we don't feed and sustain their gift. Great sportsmen of history, after all, leave only a reputation behind them for those who weren't there to watch them play. Writers offer a legacy that can be fully shared by anyone in the future who chooses. They can, in short, be immortal. They deserve at least our equal commitment and concern for their development.

So let us make sure we don't end up with our backs to the wall, defending books, especially the more demanding fiction, against enthusiasts in the library system for non-bookish activities, always rushing to meet what are so often rather short-sighted government aims. This is tiresome enough in the adult field. But, after all, rename a library an "Ideas Store", and you simply make your loyal readers like myself shudder. Encourage footfall into your library by playing sports matches live, and, far from gaining committed new readers, you simply lose more of your old faithfuls. But we older readers know what we value already. Children aren't there yet. So it's important to keep reminding ourselves that above so many of the great public libraries of the world are words of aspiration: "Wisdom is the principal thing: therefore get wisdom". Can wisdom really be encapsulated in science sections with endless books on pet care and make-up, but almost none on biology or anatomy? Books on motorcycle maintenance but none on engineering? Philosophy and religion sections that cover Unidentified Flying Objects, runes, astrology, Nostradamus and palmistry, but scarcely anything on Western philosophy or the great world religions?

And a library is supposed to be a resource, not for the few, but the many, and for as long as possible. It may, for example, be cheaper to buy paperbacks. I've heard more than my fair share of youth librarians talking up their virtues. "Children prefer them," they say. But as we all know, the problem is that paperbacks can only be issued a few times, and by the time they need to be replaced, even if excellent novels, they are often out of print. So only the first few benefit. I'm not the only author to have returned for a second visit to libraries in Britain which have openly prided themselves on sticking to paperbacks, and found almost none of my books. But I can step inside the main public library in Boston, or Tuscon, or Orange County and find hardback copies of my earliest novels, still in perfectly good condition, still going out regularly, and still on the shelves.

One of the principal problems for most of the libraries with which I have contact over the years, both as a writer and a reader, has been that of continually expanding expectations in the face of continually limited funding. The library must make shift for computers. But we all know computer hardware costs the earth, the software costs the earth, the software continually needs updating, and maintenance takes forever and costs even more. We cannot be Luddites and pretend that this is not the future. Manifestly it is. But before sitting quietly by as powers-that-be continue to starve the bookfunds to pay for it, we must be confident it's all worth while.

And yet the most recent study I know found that the link in schools between expenditure on books and success in standard aptitude tests at eleven years old was nearly twice as strong as the link between spending on Information and Communications Technology and on those same exam results. And some of us can't help but hear, chortling away hollowly in the background, the warnings of all those Cassandras who have been pointing out for years that there is simply no point in having brilliant new means of communication if there is little or nothing of true value to communicate.

And just how many of us have sat in children's libraries and been unable to suppress the thought that those who are sitting hunched at the machines are simply absorbed in what, in earlier times, we would call simply "a waste of time".

Dismal enough, when nothing but time is being wasted. But what about when what is wasted is not just the mouse-clickers' time, but the talent of others? When something else has to be sacrificed, either to make the space, or release the money. As has (Allan Bloom) been pointed out, "Culture is not a train. You can't get off and on again, as you choose." There is, to take an example, real bitterness in Eastbourne because the music library is gone. I recall my ex husband, who came from a very poor family but none the less went up to Oxford on a music scholarship, saying that every piece of music he ever played was borrowed free, from Cheltenham Music Library. Aren't we losing sight of the library child? How can a town be better off if a few adults, often only temporarily in the area, have free access to email and the web from 9.30 to 6.30, with all the extra costs that that entails, if those same townspeople, including any of their talented youth, no longer have access to a priceless resource of printed and recorded music?

We may say it is the library's job to provide what people want. But people are plural, and the library user is, as I think we must keep reminding ourselves, an individual. Hanging about in a library in the north east of England, waiting for a lock to be replaced on my car at a local garage, I watched a boy of twelve trying to do his homework with his fingers in his ears to block out the noise as the ladies at the desk laughed, and jokes, and chatted with those of the local community who, in this depressed area, full of shut down mines and unemployment, were clearly using the library as a cheerful social centre.

Looking up, he caught my eye and said, embarrassed: "The problem is, I can't find anywhere quiet to work."

He says that. In a library! And I recall, only a couple of years ago, visiting a library in Auckland, New Zealand, where at least a dozen teenagers were sitting quietly at large tables, studying. Surely this is a more important provision by a library than that of social cheer. A library is not the Citizen's Advice Bureau or the local nursery. It is not the Bingo Hall, or the coffee bar. It is the library, and it was conceived and endowed as something greater, so people who chose, could become something richer and deeper. And it is important that we do not ever lose sight of that goal through all the changes, especially when so many of our children go to schools in which the watchword seems to be, not education in the sense that we were fortunate enough to be offered it, but – (using the new ghastly verb) "skilling" for life and employment. For them, the wide sweeps and the free range of the library has become pretty well the last bastion of possibility.

By now it should be clear my passion for the library vision is undimmed, so it may seem strange that I move on to something that, at first sight, may appear almost contradictory, my initiative as Children's Laureate: The Home Library Scheme.

Those of you who've logged on to this already will know that the idea began at a Children's Literature Conference in New York, when I was listening to an American writer – I'm almost 100 per cent sure it was Ashley Bryan – talking of his work in the most deprived school areas of New York. "I tell them all," he said, "that every sort of library is important. National, state, town, street, school and class libraries. And it shouldn't stop there. At home, you need your own Home Library. No one should be without books in the Home."

A recent survey of a British secondary school turned up the quite horrifying statistic that 30 per cent of children claimed to have fewer than six books in the house. Not in the bedroom. In the house. When you consider that one of these books is likely to be the Highway Code, another How To Pass Your Driving Test, and a third the map of Liverpool, we suddenly see that we are down to three books.

Mercifully, we can at least try to console ourselves that the house without books is no new phenomenon. In an article in the New Yorker a while ago, Jeanette Winterson, now in her early forties, writes of her own childhood: "There were only six books in our house." It seems her mother, a religious fundamentalist, had an argument against books that ran something like: "The trouble with a book is that you never know what's in it until it's too late." So, says Winterson:

"I began to smuggle books in. Anyone who has a single bed, standard size, and a collection of paperbacks, standard size, will discover that seventy-seven can be accommodated, per layer, under the mattress. I began, "she goes on to tell us, "to worry that my mother might realize her daughter's bed was rising visibly."

Here was a young person who used the library. And it becomes more and more obvious to us all, that, where the opportunity exists, people will either borrow from libraries and buy books, or they'll do neither.

And one of the things that had struck me most in twenty five years of visiting schools is how many children I met who reminded me of my own young book-loving self, ("Oh, I love reading") until the moment the discussion turned to what they'd actually read. And so often it was only what was on the school's (rarely overflowing) shelves. I'd ask the obvious question: "Why don't you use the library?" And time and again I'd hear the same old answers:

"Mum hates me crossing that road."

"They worry if I'm not back straight away after school."

"We always mean to go on Saturdays. But Dad gets the shopping done first, and then he's always in a rush to get home and unpack it before the frozen stuff melts."

So changes in parental working patterns, traffic, and perceptions of danger have made the library a harder place to use for many children. But during this same period, one of the other things you couldn't help noticing was how many more books there actually were about. New bookshops all over, obviously; but also, sales of books in schools, charity shops all over, always with loads of first rate books in them, in excellent condition. During the last few decades, books have become comparatively cheaper and more attractive to look at, with the result that, firstly, they are more popular among adults as gifts, and secondly, that people can't hang on to them all in the way they used to. If they redecorate, and want a computer against that wall, out goes the bookcase and all the books end up in Help The Aged, or Oxfam.

Oxfam alone sold nine million pounds worth of second hand books in Britain last year. Four million pounds worth of those were children's books. At Oxfam prices, that is an awful lot of books. And what you realise, very quickly, once you begin to think about it, is that many of these charity shops are sited in the less rich areas, the places where big glossy bookshops just don't go.

So the basis of the scheme is bookplates. For nearly a year now, I have been asking leading children's illustrators to design for us free, bright, modern bookplates to appeal to all ages and temperaments. Every week, more are scanned up into our website for free downloading, for anyone who wants them. Look for them all on www.myhomelibrary.org. We have over a 100 of them in black and white, and colour growing. They can be copied in as large quantities as anyone wants, free. The one thing they have in common is the words This Book Belongs in the Home Library of..... and even that can be replaced by any competent computer person by words in any language you might like. None of these bookplates or any part of them, may be used for any commercial purpose, but you – and everyone else – can copy them limitlessly. I've seen the colour ones downloaded and printed out, beautifully centred on self-sticking labels. I've seen the black and white ones printed onto plain paper, left as they are or coloured in by the child, or printed out on different coloured sheets of paper before being trimmed round the edges and glued into books.

This scheme is designed to appeal to the child's passion for choosing favourites, and their strange need, presented with anything that can be stuck, to find something to stick it in. Children have always enjoyed writing their names on possessions.

For three months now, this simple but expanding scheme has been encouraging children to choose and collect books – new or old – and make them, with the bookplates, new to them. It's an encouragement to the adults in their lives to think more in terms of giving them things to read than things to wear, or play with. "Here's something I thought you might like for your Home Library." That impassioned New York writer's vision that, in this respect, even the poorest child shouldn't be impoverished will, I hope, lead to everyone with an interest in children's reading catching on and distributing, not just our bookplates, but their own. Think of it. Schools, clubs, sports teams, grandparents, maternity wards, bookshops, - anyone who cares about children's enrichment – handing out bookplates that propagate the idea everywhere that it is natural, absolutely natural, to have your own books in your own home library.

As many of you already know, this simple scheme is already spreading world-wide like a benign virus. From countries all over the world we get emails. From schools, education advisors, literacy specialists, librarians.

"May we really use them too?"
"May our school system copy them in bulk, please?"
"Can we translate the This book belongs in the Home Library of into our own language, but use the same illustration?"
Yes, yes and yes.

And all to the purpose of more reading of books. Am I backward looking?" I would argue not. Admittedly, it's now fifteen years since I first heard a librarian say the words, "Oh, I'm not much of a reader," and realised that the move to bring technologies into our libraries had altered the library world for ever.

But in those fifteen years, to anyone who actually spends time with children, the disadvantages of too great a diversion of money and space and interests into this brand new side of things has become more than apparent. In a newspaper article, Simon Webb talks of his daughter typing the word 'slow-worms' into a search engine, and getting more than 400 references, which, at three screen pages or so per site, is 1200 pages to work through – roughly the length of War and Peace. And this for a child who does not yet have the skills to skim through a huge mass of information and extract those parts that might be of use.

Meanwhile, the librarian looks up 'slowworms' in a book, and instantly there is the information, clear as paint. And, as Simon Webb is by no means the first to point out, children simply don't know enough to distinguish between the sensible, the outlandish and the frankly mad. One cannot but suspect that, offered only this sort of learning, most never will.
Ted Hughes once inveighed against "the new descending dark age of the computerised library and word-processed child. It's an unthinking techno-chic madness he said. The consequences at the soft end – the child's ability to do anything with all this mental substitute procedure – are … catastrophic. It's all part of a psychological blindness in our higher busybodies."

One of the ministers in charge of libraries during the Thatcher years once notoriously posed the question: "We have to ask whether there is anything sufficiently distinctive about reading as a leisure activity that means it should be offered free of charge."

The answer came back to him, many of you will recall, pretty sharpish. But the novelist Ford Madox Ford had offered him the answer years before. "Imaginative literature," he had said, "is the most important thing in the world because it is the only thing that can make you think and feel simultaneously." It is the best instrument we have for ethical enquiry. It is the easiest, and most comforting avenue to self-reflection, as well as the most powerful source of enchantment.

Only you and your libraries can provide enough reading for the children we shall all of us be looking to in the future. So, whatever the pressures on you, never let them down.

Thank you.

IFLANET

Search Contacts

International Federation of Library Associations and Institutions

Annual Conference

68th IFLA General Conference and Council

Libraries for Life: Democracy, Diversity, Delivery

August 18th - 24th 2002, Glasgow, Scotland

GLASGOW 2002

INDEX

GENERAL INFORMATION

PROGRAM INFORMATION

REGISTRATION & HOTELS

CONTACTS

[ESPAÑOL]
[FRANÇAIS]

SATELLITE MEETINGS

The following Satellite Meetings have been approved by the Professional Commitee:

Using Market Research to Improve Customer Satisfaction
IFLA Section on Management and Marketing
Glasgow, UK
Dates: 15 - 16 August 2002
For more information visit: http://dis.shef.ac.uk/sheila/ifla/
Contact: Sheila Webber, s.webber@sheffield.ac.uk

18th Conference of Parliamentary Librarians
IFLA Section on Library and Research Services for Parliaments
House of Commons, London, UK
Dates: 14 - 15 August
Registration form
Hotel Information
Contact: Jan Laney, LaneyJM@parliament.uk

Gateways to the changing landscape of art information
IFLA Section on Art Libraries with the Art Libraries Society UK/Ireland (ARLIS UK/Ireland)
University of Strathclyde, Glasgow, UK Dates: 15 - 18 August 2002
For more information visit: http://arlis.org.uk

Or contact: Sonia French, sfrench@arlis.demon.co.uk

5th World Conference on Continuing Professional Education for the Library and Information Professions
Theme: Continuing Professional Education for the "Information Society"
Continuing Professional Education (RT)
Aberdeen, Scotland, UK
Dates: 14 - 16 August 2002
Contact: Ian Johnson, i.m.johnson@rgu.ac.uk
Registration form
Abstracts of Conference papres
For further information: The Robert Gordon University - http://www.rgu.ac.uk

Aberdeen and its region:

- Aberdeen and Grampian Tourist Board - http://www.agtb.org/
- Aberdeen and Northeast Scotland - http://www.ifb.net/webit/
- "Aberdeen is the place to be" - http://www.geocities.com/thetropics/shores/2932/index.html
- Regionlink Aberdeen - http://www.regionlink.com/grampian/aberdeen/
- Aberdeen City Council - http://www.aberdeencity.gov.uk/acc/default.asp
- Aberdeenshire Council - http://www.aberdeenshire.gov.uk/

Informing Government: Government Library and Information Services in the Information Age
IFLA Section on Government Libraries
London, UK
Dates: 14 - 15 August 2002
Contact: Suzanne Burge, suzanne.burge@ombudsman.gsi.gov.uk
Tel: +44-20-72174102
For more information visit: http://www.la-hq.org.uk/groups/glg/ifla/index.htm

Statistics in Practice – Measuring & Managing
IFLA Section on Statistics with LISU - Library and Information Science Unit
Burleigh Court, Loughborough, Leicestershire, UK
Dates: 13 - 15 August 2002
Contact: Claire Creaser, c.creaser@lboro.ac.uk

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC
Educational Resources Information Center

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)